DOCUMENT RESUME

ED 126 398 95 CG 010 687

AUTHOR Scott, Judith, Ed.
TITLE A Monograph on Training Supervisors in the Helping Professions. Pupil Personnel Services: Training Professionals to Anticipate the Challenges of the Future.
INSTITUTION Pittsburgh Univ., Pa. Dept. of Counselor Education.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
PUB DATE Jan 76
GRANT OEG-070-2021-(725)
NOTE 72p.; For related documents, see CG 010 685-692

EDRS PRICE MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS Counseling Effectiveness; Counseling Theories; Counselor Attitudes; *Counselor Educators; Counselor Evaluation; *Counselor Training; Interpersonal Relationship; Program Development; *Role Theory; *Supervisors; Supervisory Methods; *Supervisory Training; Teaching Models; *Trainers

ABSTRACT

This monograph explores the unique relationship between the supervisor and the supervisee in process supervision. Process supervision's first goal is the counselor's internalization of a contemplative attitude toward his/her work. The supervisor should parallel this contemplative attitude toward the counseling process and should create a colleagial rather than hierarchical relationship with his/her supervisee. The supervision process is based upon utilizing the resources of the supervisee in order to enable him to activate or restore his relationships with his clients. Supervision as a time-sequence process is oriented in both the present and the future. Hence, the process of supervision is designed to help the supervisee function more effectively in the future. The use of the "now" indicates what the supervisee hopes and believes will make the difference in the future. This monograph also provides models for supervision in various settings and counseling formats, as well as in the staff development/program development process. (Author/KRP)

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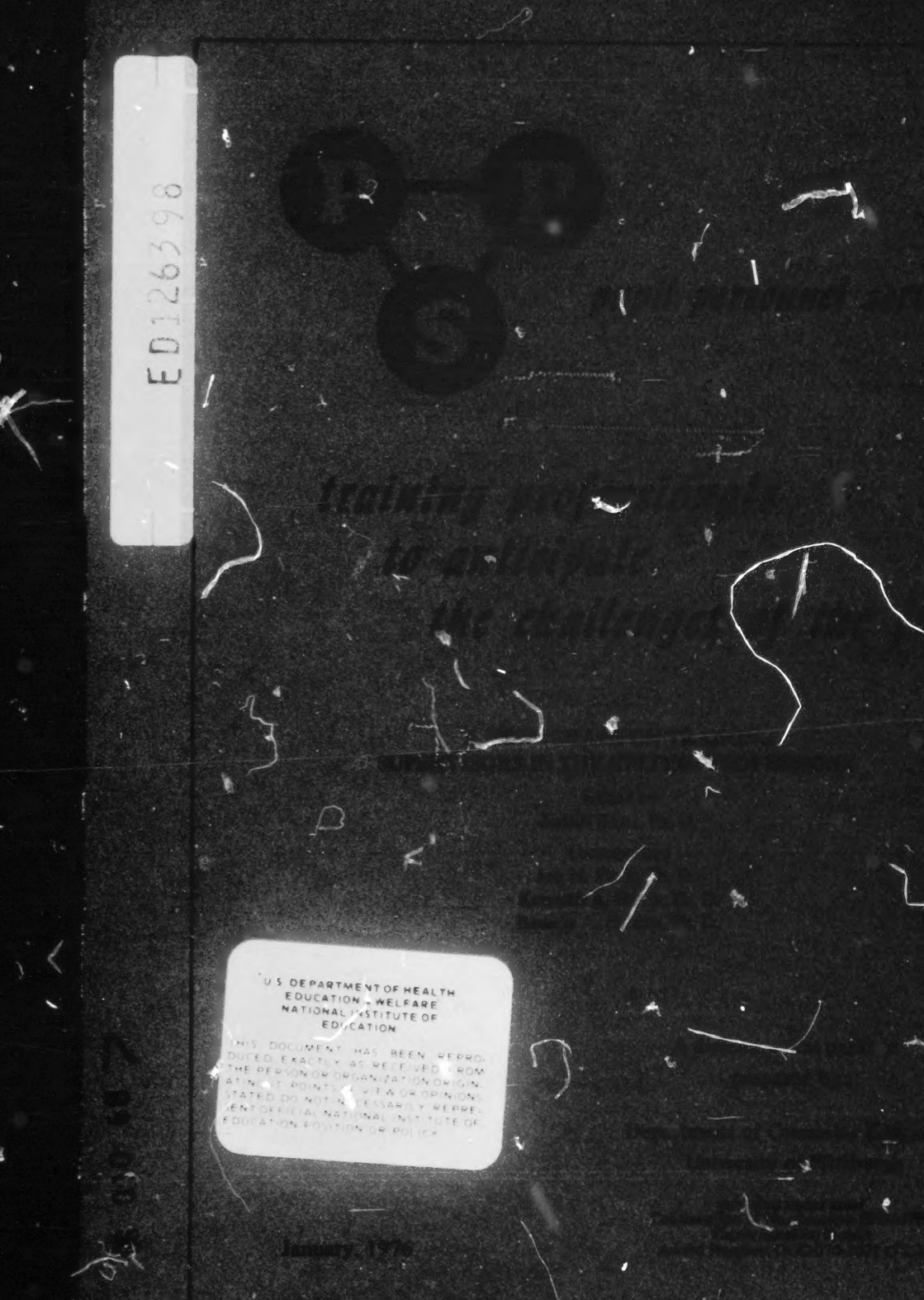

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January 1976

A MONOGRAPH ON TRAINING SUPERVISORS IN THE HELPING PROFESSIONS

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Produced Under

Continuation of Northeastern EPDA/PPS Center-Satellite Project

Award Number: OEG-070-2071 (725)

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CHAPTER ONE

PROCESS SUPERVISION

Judith A Scott

It is the purpose of this chapter to present and develop a particular view of supervision defined as Process Supervision. The author has been engaged over the past several years in the training of doctoral students in Counselor Education in developing competencies as counseling supervisors. These training activities included practicum in supervision, individual supervision of supervision, seminar in supervision theory and tutorial presentations of personal supervisions models. It is from the experience of directing supervision tutorials that many of the ideas finding expression here have evolved. The ideas emerged in dialogue with students who were struggling, as the author was understand and conceptualize the difficult but challenging process of facilitating the professional emergence of competent, self-supervising counselors. This facilitation role, and the assumptions, intentions, interactions and skills contributing to it will hereafter be referred to as Process Supervision.

I. SUPERVISION: ITS PLACE WITHIN A TRAINING PROGRAM

First, it is necessary to locate supervision within the context of a total training experience in counseling. It is assumed that supervision is a unique activity during which the focus of the interaction is upon the individual counselor's ability to translate into practice his/her acquired understandings and skills as a counselor. Although process supervision can take place in a small group setting, the description included here assumes a dyadic supervisor-supervisee relationship. The interaction within supervision uses as its content the experience the counselor is having with specific clients. Such experience can be contacted via case reports, audiotape, direct observation or videotape.

The intent of process supervision, while educative, is not the sharpening of diagnostic accuracy or the teaching of particular techniques. Theoretical constructs and their applications and particular intervention strategies and skills can be taught in groups formed to do just that. Such group instruction, be it didactic or combinations of didactic/experiential processes can be much more efficient and effective in accomplishing this. What takes place in individual or small group process supervision should focus upon the individual's unique experience of his/her counseling process and engage the counselor in the process of understanding and contemplating his/her work.

II. THE GOALS OF PROCESS SUPERVISION

Goal 1. Internalization of a contemplative attitude toward the counseling work.

It is intended that the supervision experience will implicitly, by the example of the supervisor's behaviors, bring the supervisee to the valuing of a contemplative, wondering attitude toward his/her work. Supervision should not be seen totally as an instructive corrective interaction directed toward evaluation and termination. It is hoped that the questioning process engaged in during supervision will be continued by the supervisee beyond the formal existence of supervision. A counselor, as part of his/her professional identity, must continually wonder about and examine the intricacies of his/her own counseling processes. This examination will include listening and reaching for cues not initially perceived. It will include the contemplation of the meanings given to the data perceived in the counseling process. It will include an awareness of the counselor's technical skills in working with the client. To wonder about one's counseling work implies that the counseling process is quite complex and can always benefit from reexamination and new understandings

The quality of the supervisor-supervisee relationship is critical if a goal of supervision is the development of a particular attitude within the counselor. It is fundamental that the supervisor parallel the contemplative attitude. This means that the supervisor approaches the counseling work seeking new perspectives and alternatives with the supervisee. The supervisor does not begin the work knowing a defined array of alternatives for each situation. The supervisor must, behaviorally, not become the person with either all the questions or all the answers. S/he must be the person who helps the counselor wonder about and find questions within his/her own work.

It is critical, also, that the supervisor-supervisee relationship be more colleagial than hierarchical. When the supervisor is "the knower" or "the evaluator" in the supervisor-supervisee interaction, the supervisee may be exhibiting feelings of inadequacy or resistance to assuming responsibility for his/her own professional identity. It is inevitable that the supervisor be seen as an authority figure. The supervisee's projections about authority figures can be a contributing source of resistance to the supervisory work. Such resistances can be interpreted as learning blocks and require working through. An example would be the supervisee who comes for supervision as a place to get answers for problems she/he is having with a client. The supervisor is the authority and knows more than the counselor. If this interaction is fulfilled, such a supervisee would learn that competent authority figures have the answers to the counselor's difficulties. If the particular approach to the client which was suggested didn't work, she/he would learn that the

supervisor was incompetent and responsible for the supervisee's failure with the client. She/he would not learn a process for solving his/her own professional difficulties. The ideal supervision relationship is a partnership where each professional questions, wonders about, and seeks alternatives about the counseling process being focused upon.

In summary, to foster the internalization of a contemplative attitude on the part of the counselor, the supervisor has two interpersonal responsibilities. One is the modeling of the contemplative examining attitude. The other is the establishment and maintenace of a colleagial interaction with the supervisee.

In addition to the quality of the Supervisor-supervisee relationship, a second condition which contributes to the developing of the comtemplative attitude in the counselor is the content to be focused upon within supervision. In process supervision, the content to be focused upon is the unclear and/or ambiguous points that emerge from the counseling process. In other words, the supervisor and supervisee work together on that which they can wonder about.

Because of the inter-subjectivity which is a given in the counseling process, a counselor must always be seeking (1)a clear picture of the client's world and dynamics, (2) a clear picture of his/her own world and dynamics, and (3) how these subjectivities take form and emerge in interaction with one another. Good and bad points in the counseling process within these three categories are pointed out. The counselor's strengths are acknowledged and supported. The counselor's weaknesses are also acknowledged and some corrective procedure is planned between the supervisor and supervisee. However, the author feels it would be a mistake to totally define the focus of supervision into only that which is good or bad. Such a total focus confines supervision to a conclusion seeking, problem-oriented approach. To deal only with supporting strengths and correcting deficiencies of the supervisee creates boundaries which predispose the superviseee to look toward the termination of supervision as the mark of his/her counseling competence. The fewer problems one has to work on, the more competent one is as a counselor. Such an impression is counter to the contemplative, examining attitude which is reached for in the professional counselor. Not only is such a total focus contrary to the desired attitude development, but it also neglects the areas of work from which real growth as a counselor can occur.

The area which yields the most ambiguous or unclear data is that which seeks to understand how the subjectivities of counselor and client take form and emerge in interaction. How do the client and counselor work together toward the purpose of developing the full-functioning of the client? It is within this realm that confusing processes with multiple meanings occur. These processes do not lend themselves to the categorization of goodness or badness of technique. Rather, the questions to be addressed would be: I wonder what could be going on at this time in the counseling process? Does what is happening contain elements of incongruity? It seems that what is happening meets the technical criterion of productive counseling interaction, but things don't seem to be going anywhere. What could be happening here?

When the supervisor and supervisee work on such material, neither have clear answers to such questions. The supervisor has, rather than an answer, a process for approaching the ambiguous data which is contained within the counseling process. The supervision process examines, expands upon, and seeks meanings contained within the area of focus. A fully developed description of the process is contained under Goal 2 and Section III below.

Mueller and Kell, in their book Coping with Conflict conceptualize these working areas as impasses points. An impasse point is defined as a counselor-client interaction that is being maintained which is of questionable therapeutic value to the client. It is not clear that the interaction being maintained is taking the counseling process in any purposeful therapeutic direction. The counselor, within the interaction, seems unable to gain the perspective to free him/herself from the process which is being maintained. This occurs from some emotional investment in seeing things from a particular perspective more than because of a technical deficiency on the part of the counselor. It is the supervisor's responsibility to recognize the impasse points and implicitly to teach the supervisee to recognize them.

Indicators of impasses in counseling are the following:

1. Irrelevant material during session
2. An unsatisfying recycling process
3. Repeated expressions of dissatisfaction
4. Ambivalence
5. Gestures toward a premature termination
6. Loss of goal directedness
7. Confusion
8. Expressions of anger and hostility (Mueller and Kell, 1972, p. 52)

Once the working points or impasses points are found, the supervisor and supervisee work together to free the supervisee from the dead-end interaction. It is important to note that impasse points consistently emerge in the counseling process whether the counselor be a beginner or experienced. In any change process such as counseling, there will always be emotionally charged interactions which emerge because of the total uniqueness of each new counselor-client relationship. It is by developing skills in contemplating one's own counseling work that one becomes capable of recognizing one's own contributions to blocking and binding the counseling interaction.

In summary, process supervision has as its first goal the internalization by the counselor of a contemplative attitude toward his/her work. Process supervision seeks to accomplish this by defining the conditions of interaction between supervisor and supervisee. The supervisor should parallel in practice the contemplative, questioning attitude toward the counseling process. S/he should also create a colleagial rather than a hierarchical relationship in supervision.

The contemplative attitude can also be fostered by focusing the major portion of the supervisory incera tion upon points of ambiguity which emerge from the interaction between the counselor and client.

Goal 2: Development of the capacity to be self-supervising

The second goal of process supvision is the development within the counselor of the capacity to be self-supervising. Self-supervision means that the counselor is able to identify areas of need in his/her work (i.e. impasse points.) It also means that the counselor is able to engage in a process which will free him/herself from the counseling interaction which was, upon investigation, counterproductive to the therapeutic process. These self-supervision skills are learned in partnership with the supervisor who helps the supervisee to find the feelings, assumptions and meanings which are operating to maintain the impasse situation. Essentially the supervisor becomes the role model for the self-supervision process.

The impasse situation is viewed as a space in which the interaction between the counselor and client consistenly transpires. This abstract space can be visualized as having imaginary boundaries which are maintained in the counseling process. It is assumed that the boundaries of any interaction which consistently recurs between the counselor and client are maintained at some level by their mutual consent. The supervision process seeks to stretch or open up the existing boundaries of the counselor-client interaction. The process is expansive. It seeks an array of feelings, assumptions and meanings which are attached to the existing boundaries. It seeks also an array of feelings, assumptions and meanings which the counselor is trying to contain by not moving into a more open, therapeutic interaction with the client. Both the supervisor and the supervisee are mutually working to open up the understanding of the counseling process - to find a new space" or perspective.

This new perspective will emerge when the feelings, assumptions, and meanings which are contributing to the counselor's subjectivity in the interaction are contacts. The subjectivity operating both in the existing impasse situation as well as the situation which is being "shut out" must be examined. Typical questions addressed in this process would be: Is there some understanding of the client which would be difficult for the counselor to encounter? Is there some revelation of self that the client may avoid expressing - that would change the boundaries of comfort within him/herself or within the counseling relationship? What is it about the ambiguity of the existing impasse situation that renders it more comfortable than movement beyond?

These questions carry with them no expected answers or conclusions. They define instead ways of contacting what may be contributing to the existing impasse situation. What is assumed is that if the supervisor and supervisee implode the feelings, assumptions and meanings which

exist in the impasse situation, a new perspective or organization will emerge. A new perspective then allows a new freedom in developing alternative intervention strategies which will redefine the counselor-client boundaries.

III. THE PROCESS SUPERVISION GRID

The following grid offers categories which can help organize the investigation of the areas of meaning which can contribute to the maintenance of an impasse situation.

Process Supervision Grid

Scope of Meanings

Areas of Meanings	I	II	III	IV	V
	Supervisor-Supervisee Interaction	Counselor Dynamics	Counselor-Client Interaction	Client Dynamics	Client Life Situation

Descriptive use of the Process Supervision Grid affords the supervisor several advantages. First, the supervisor can planfully manage the supervisory process by understanding each area of meaning and directing the supervisory process across the areas. Second, the supervisor can use the grid to descriptively evaluate the supervisory interaction. Evaluative questions would be concerned with flexibility of movement between supervisor and supervisee across areas of meaning. It could also allow an examination of the degree of intensification of the supervisory process within an area of meaning.

At this point in the development of the Process Supervision Grid, no attempt is being made to speculate or quantify, other than at a descriptive level, about optimal flexibility across areas or optimal intensification within an area. The grid simply seeks to describe a process.

The following section will describe in detail the areas of meaning identified in the Process Supervision Grid.

AREA 1: SUPERVISOR-SUPERVISEE INTERACTION

The importance of the Supervisor-supervisee interaction was discussed previously. A continuing responsibility of the supervisor which undergirds all supervisory interactions is the establishment and maintenance

of a colleagial relationship between the supervisor and supervisee. A colleagial relationship is characterized by balance and a mutual assumption of responsibility for understanding the counseling process which is being focused upon. Disruption of this balance or an inability to establish colleagiality in the first place can be questioned from two perspectives.

The first perspective seeks to understand the imbalance as the supervisee's resistance to the learning process itself. For example, the supervisee may have great difficulty accepting any inadequacy feelings in him/herself. It is difficult to be open to a learning process if one must, for one's own security, begin with knowing everything. The supervisor, in this instance, signifies "the evaluator" who must be managed by citing credentials, or demeaning the idea of supervision, or by over-controlling the counseling data to be worked on. These inadequacy feelings must be worked through the the supervisee in order for movement to proceed within supervision. It may also be expected that feelings and ways of controlling the supervisory interaction would inevitably show themselves at some point in the counselor-client relationship.

The second perspective from which to understand imblance in the Supervisor-supervisee relationship would be that the supervisee is experiencing some discomfort with his/her client. S/he may at a conscious or unconscious level, be managing the supervisory process away from threatening material. A trusting climate in supervision will promote a tendency toward an open approach to areas which the supervisee finds sensitive.

The Supervisor-supervisee interaction also provides the here-and-now work space for supervision. The supervisee will reflect in a parallel manner with the supervisor, typical communication patterns and boundary maintaining processes that are occurring between him/her and the client. The supervisor-supervisee interaction allows the supervisor to experience this process first hand. When such parallel situations occur, the supervisor should bring the focus of supervision to the here-and-now between supervisor and supervisee to examine the feelings, assumptions and meanings within the supervisee.

A general rule for process supervision is that disruptions in the Supervisor-supervisee relationship when they occur within the supervisory work always assume priority. In a similar manner, when the supervisor experiences a parallel between the supervisor-supervisee interaction and what seems to be occurring in the counselor-client interaction, this is examined, as a priority, in the here-and-now of the supervision.

AREA II: COUNSELOR DYNAMICS

Two sources of understanding of the individual's counseling behavior are examined within this area of meaning. The first is the supervisee's role definition as a counselor. A potential source of conflict in counseling occurs when the supervisee intuits a potentially helpful direction in counseling but blocks such movement because "that's not what a counselor should do." There are some instances where such a stance should be supported because acting on the intuition would be more from the counselor's needs than therapeutice for the client. In

other cases what should be examined and expanded are the behavioral options which the supervisee has defined into his/her role definitions and counseling philosophy.

The other important source of understanding within this area of meaning is the supervisee's own intra-psychic dynamics. Much of what is occurring in the counseling interaction activates the counselor's own feelings and values about what s/he is as a person and what s/he fears about him/herself, others and the world. Often the contributing source of blocking movement in the counselor-client interaction is the supervisee's own psychological dynamics. These dynamics are examined to the level that the supervisee can be freed from the impasse existing within the counseling situation. If the dynamic worked upon requires extensive work, the supervisee should be referred for counseling.

AREA III: COUNSELOR-CLIENT INTERACTION

The interaction patterns being maintained between counselor and client are examined within this area. Questions addressed here are: In what patterns are the counselor-client behaving which seem more habital than therapeutic? Does the counselor seem to be working harder on the client's problems than the client? I the client typically the helpless victim of a mean world who looks to the counselor for support? How is the interaction the counselor is participating in with the client the same or different from the client's other typical relationships? These questions represent only a few which may be appropriate to consider in working on a specific counseling situation. The important connection to be made is that the patterns maintained occur from some context of meaning. If these meanings can be contacted from both the counselor's perspective and what may be inferred to the client's perspective, new options for changing the boundaries will emerge.

It is within this area of meaning, also, that it is appropriate to discuss technical skills enacted by the supervisee and the way such techniques are responded to by the client. Intervention strategies and their possible interpretations within the counselor-client interaction are discussed. The impact of new interaction patterns with potential feelings which will become part of the supervisee's work with his/her client are also considered. The patterns existing in the counselor-client relationship and the counselor's behaviors directed toward expanding or changing these patterns are examined from two contexts. What are the feelings and meanings which are connected to the existing pattern? And what are the feelings and meanings inferred to a change in the pattern?

AREA IV: CLIENT DYNAMICS

It is within this area that the supervisor and supervisee direct their efforts to more fully understand the client's view of him/herself and the ways s/he works to keep this view intact. The supervisee approaches this part of the work ready to attend to ways which s/he is inferring to the client which are not supported by the continuing experience within the counseling interaction. It is possible that the counselor is making assumptions and inferences about the client which are projections from him/herself. It is also possible that the counselor is partially understanding the client's perspective and that work within supervision can allow a fuller understanding of the client to come into an experiential potential.

Again it is emphasized that the intent of process supervision is to expand and open up new and potentially more accurate understandings of the counselor's work. Consequently the client's dynamics are not treated as data which can be reduced to any one set of theoretical constructs. Theoretical constructs are used instead as a vehicle for formulating questions and hypotheses which may be validated within the real experience of the counseling interaction.

AREA V: CLIENT'S LIFE SITUATION

Area IV and V are often considered in juxtaposition with one another. It is often difficult to understand the client's dynamics removed from his/her typical life pressures. Often questions considered when examining the client's intra-psychic dynamics should be also considered in immediate sequence with his/her life context.

The supervisee may attach his/her own history and culture to the client's life situation. Work here must be directed to separating the supervisee's reaction to the client's life from the client's own perceptions and experiences of it. A source of inappropriate or non-therapeutic interactions may be an incongruity between the counselor's reaction to the client's life and the client's experience of it. Such incongruities occur particularly in situations which have strong cultural stereotypes as exhibited in racial, sexual or class bias.

Another source of maintaining boundaries in couseling connected with this area of meaning emerges when options and alternatives which the counselor attributes to the client are considered. On the one hand, the counselor may infer to the client a set of options and alternatives which do not exist in the real life situation of the client. One the other hand, the counselor may shut down options or alternatives reached for in the counseling process because of cultural stereotypes which the counselor has internalized or because of not having the understandings of what alternatives exist within the real life context of his/her client.

SUMMARY

This chapter has sought to describe and develop a process model of supervision. Both attitudinal components and behavioral implementation have been described. The Process Supervision Grid provides a description of the areas of meaning which can be examined when implementing supervision work with counselors.

The descriptions of the areas of meaning do not include an exhaustive treatment of each category. The intent was to describe each area sufficiently so that the reader would understand the differences of meanings which may be worked on in each area. It is hoped the general descriptions will invite the reader to develop his/her own examples within the areas as s/he uses and experiments with the process supervision model.

References

Mueller, William and Kell, Bill, Coping with Conflict, New York: Appleton-Century-Crofts, 1972

CHAPTER TWO

SUPERVISORY SKILLS AND ISSUES IN THE SUPERVISION PROCESS

Jon Fitch, Ph. D.

A supervisor must have a high degree of self-awareness, integration, and a wide range of professional skills. The supervisor should be aware of all of his underlying emotional currents, and of what types of situations bring them out. If he has this awareness, then the chances are reduced that he will unwittingly punish a counselor out of his own needs. Ideally, the supervisor will have a clear sense of the counselor's interaction with the client and how he can best use his interventions to help the counselor reenter the counseling relationship.

The problem is that such self-awareness on the part of a training supervisor is very difficult to attain. The training supervisor's situation is new to him; he is in a role that requires skills and behaviors different from those he acquired as a counselor. The temptations might be to take over his counselor's case and show how he would handle it. However, this is not helping the counselor learn to be therapeutic, even if it might be helping the client. Another problem is that that supervisor has developed his own counseling style and there is a tendency on the part of the new supervisor to view another's counseling on the bais of how it compares with the supervisor's own style. There are a variety of counseling methods. The task of the supervisor is to encourage the counselor to develop his own style, not to adopt the supervisor's.

Still another difficulty for the training supervisor is his lack of exposure to and ability to act on the issues encountered in supervision. He has little conceptual base for understanding the situations which arise, and no experience with linking his personal behaviors with conceptual understandings of the issue involved. Individuals are all conditioned in specific ways that often run counter to the professional behavior expected of a supervisor. For example, if a particular supervisor always views himself as a "nice guy" it will be very difficult for him to confront a counselor directly, raising the counselor's anxiety, as supervision often requires. The training supervisor needs an opportunity to develop skills that enable him to reflect on his personal behaviors and to determine how they relate to the professional behaviors he will require when confronted with specific issues in supervision.

These difficulties encountered by beginning supervisors can be anticipated and smoothed somewhat by their training experence. This can be done on three levels.

1. Readings on Supervision Theory
2. Simulation experiences to provide training supervisors with a chance to respond to specific issues in supervision
3. The experience of having their actual supervision supervised.

I. Supervisory Skills

In order for the goals of supervision to be attained, the supervisor needs to use creatively the following skills:

The ability to:

a. Recognize an impasse
b. Identify the issue involved
c. Be aware of his feelings in response to the issue
d. Respond in a therapeutic manner
e. Assess the implications of his response for the counselor
f. Identify possible alternative responses
g. Remain open to his misunderstanding and be willing to acknowledge the counselor's perceptions.

A fuller explanation of each skill with an explanation of how the skills might be used in a specific situation follows:

The supervisor's ability to recognize an impasse: Meuller and Kell (1972, p. 52) list a variety of indicators of impasses in counseling: 1. Irrelevant material during sessions, 2. An unsatisfying recycling process, 3. Repeated expressions of dissatisfaction, 4. Ambivalance, 5. Gestures toward a premature termination, 6. Loss of goal directedness, 7. Confusion and, 8. Expressions of anger and hostility. If the supervisor finds any of these in the counselor's counseling, the possibility of impasses exists. An example using a specific incident from supervision will be used to illustrate the supervisor's use of the listed skills.

With Bob's situation there is no dobut that an impasse exists. Bob came into supervision saying that his client, whom he had been seeing for five weeks, told Bob he didn't want to come anymore. Bob had talked him into saying he would come one more week, but the client didn't really think this extra week would make any difference. The only reason the client would give for leaving counseling was that Bob helped him talk about his problem but that just to talk about it wasn't doing any good.

After recognizing the impasses the next step for the supervisor was to identify the relevant issue. Two things stood out in the supervisor's mind. First, that his experience was of Bob as a somewhat detached, highly rational individual who seemed to enjoy directing the supervisory sessions. Secondly, that Bob's client said talking about his problem wasn't doing any good. Putting these two awarenesses together the supervisor guessed that Bob might have difficulty expressing his feelings and using these to develop his counseling relationship.

The third step in the supervisory skills is for the supervisor to be aware of his feelings in response to the issue. It is important for the supervisor to be aware of his feelings because otherwise he might respond to the counselor in a counter-productive manner.

Suppose the supervisor in our example had a long history of relationships with significant others who tended to act coolly and rationally when he was reaching for intimacy. These previous experiences might predispose the supervisor to act rather harshly when confronted with such behavior in the counselor. If the supervisor is aware of his feelings, and of the fact that this is the way he reacts in such circumstances, he isn't caught into being unreflectively harsh with the counselor. Instead, the awareness gives him a choice of just how he might react to the counselor.

The fourth step is for the supervisor to respond in a therapeutic manner. The supervisor decided to tell Bob directly that he (the supervisor) was sometimes put off by Bob's rationality, and wondered if maybe the detached rationlity wasn't what the client was responding negatively to.

The next three steps for the supervisor, of assessing the implications of his response for the counselor, identifying possible alternative response, and remaining open to misunderstanding and being willing to acknowledge the counselor's perceptions, all happen as a result of the supervisor's responding in a therapeutic manner. With Bob, the supervisor's observations hit him like a bombshell. Bob himself disliked rational people, and to hear the supervisor, a person he trusted, tell him he too was rational was a severe blow. Through a discussion that went way beyond their normal meeting length, Bob came to the conclusion that at times when he perceives himself as extending and being warmly emotional, others perceive him as throwing out questions with very little warmth behind them.

The supervisor, in reflecting upon the session felt he had judged the issue properly, but that he had underestimated the impact of his feedback to Bob. Under similar circumstances in the future, he would use a more subtle alternative response to avoid the extreme impact the feedback had had on Bob.

II. Issues in Supervision

The term"issues" in supervision is best understood in relation to the term "impasse". An impasse is a situation where the counselor is no longer therapeutic with his client. He is at a dead end and can no longer proceed without help. This dead end did not occur capriciously; it arose out to the specific relationship between counselor and client. A discerning person would be able to link together events which directly contributed to the impasse.

Furthermore, the events leading to any given impasse, although they are ultimately unique, have certain similarities with the events leading to impasse in other counseling relationships. Therefore it is possible to describe and categorize the events surrounding impasses. These descriptions and categorizations are here called issues in supervision.

The following is a description of those issues in supervision which the author feels arise the most frequently. Although these issues are likely to arise, they will not necessarily in all uses, no will they surface in the sequence listed here.

1. Trust. Trust is the ground upon which every supervision process must be established. Mueller and Kell in Coping With Conflict (1972) believe the counselor-supervisor relationship must be founded upon mutual trust if counselor is to grow. Only if the counselor trusts his supervisor will there be openness and collaboration. The counselor needs to be able to run the risk of revealing his inner feelings about his clients and about the supervisory relationship, for without having access to these feelings there is no way of changing them. Furthermore, the counselor must trust that his supervisor will hold the expression of these feelings in confidence and use them to help his growth, not impede it.

Mutual trust is certainly not the initial state of the relationship between the counselor and supervisor. None of the above descriptions of the counselor and supervisor can be made at the beginning of their relationship. Trust needs time to grow and there are many concrete reasons for the counselor to be initially untrusting in supervision.

Gysbers (1963) says that supervision is generally perceived as threatening, anxiety provoking and fearful. To the counselor, supervision is full of unknown and unfamiliar situations. Being observed, either through a one-way mirror or by means of a tape recording, increases anxiety because the supervisee expects these observations to be used as a basis for criticism of his behavior and professional expertise.

Roeber (1963) states that the counselor might also be fearful because 1) he looks upon the supervisor as an authority figure, 2) he views the supervisor as a person who will have knowledge of how the counselor feels before the counselor himself will known this and 3) he sees the supervisor as a person who will challenge habitual modes of adjustment, self-perceptions, and attitudes towards others.

The counselor may also be fearful that the supervisor will reveal personal inadequacies in the counselor, and that he will be exposed as a fraud in the eyes of his supervisor. Further, the counselor's motives for being in supervision might get in the way of a trusting relationship. For example, the counselor might see supervision as an obstacle to obtaining a degree, or a hoop to go through in order to obtain a positive evaluation by his employer. He may already feel competent and think he really doesn't need supervision.

All of the above are reasons for a counselor's initially mistrusting attitude. Given all of these possibilities, it is then the job of the supervisor to see that trust is established as the

foundation of their relationship, so that counselor and supervisor can work in an open, collaborative manner. This might sound easy on paper, but it is most difficult in practice.

In a one to one relationship such as supervision, it is very easy for the supervisor to lose his understanding of the interpersonal dynamics and respond reactively, taking off on the feeling-tone of the counselor. In other words, if the counselor starts supervision in an antagonistic and negative way, the natural response of the supervisor might be to react with equal antagonism. This kind of response does not lead to the establishment of trust, and it therefore runs counter to the goals of supervision. The supervisor must be able to differentiate himself from the counselor and act in such a manner that trust will be established.

Trust is reciprocal in that the supervisor must warrant the counselor's trust. If after a trusting relationship has been established, the supervisor continually avoids direct confrontations with the counselor in order to keep the relationship smooth and trouble-free, he will have abdicated his responsibility to the counselor and compromised his trustworthiness and effectiveness. Likewise, if the counselor continually wards off his supervisor through justifications, rationalizations and defenses, he is showing himself to be untrusting and untrustworthy.

2. Identification and Use of the Counselor's Feelings. Feelings play a significant role in a counseling relationship. They are the "meat" of counseling. The counselor must be able to have an awareness of the feelings of the client if he is to be of any help. Yet, knowing what the client is feeling is made difficult be the reactive nature of feelings. In other words, the feelings a person has in any one-to-one relationship are due in part to the feelings the other person is expressing. The feelings in the relationship are co-constituted. Therefore, the counselor must have an awareness of his own feelings if he is to become aware of the client's feelings. Because of the reciprocal nature of feelings, the counselor's own feelings are a good source of data for understanding the interaction between counselor and clients.

Counselors (as do other people) confront their feelings in one of two ways. They either experience their feelings directly or defend against them. For the counselor who experiences his feelings directly, the purity of the feelings themselves may be overwhelming. The first time a counselor hears a client's childhood story of cruel and utterly inhuman abuse by his father, he might become totally immobilized by the tremendous sense of injustice involved in such a situation. Or maybe the counselor is sexually stimulated by the client, and feels drawn to want to sleep with his client. Another example would be of a counselor who feels a tremendous sense of disgust and repulsion toward a client who said he was homosexual.

In all of these examples, the counselor experiences his feelings directly. The task of the supervisor would be to provide support to help the counslor through the intense period. If necessary, the supervisor might want to explore with the counsslor the significance of such intense feelings being released under the circumstances described.

Counselors who defend against their feelings use any one or a combination of the commonly described defense mechanisms. An obvious example is of the redfaced man sitting on the edge of his chair, pointing an accusing finger and shouting, "I am not angry, you're the one who's angry!" Any person who ever went into counselor training has such "sore sports" in his behavior. It becomes the task of the supervisor to penetrate the counselor's defenses and free him from these defensive responses. This doesn't means that the counselor will never respond in such a way again, but instead that he has a choice in his behavior.

Another task of the supervisor is to explore with the counselor, how the counselor might use the awareness of his feelings to intervene creatively in his counseling. An example would be a situation where the client is seeing the counselor because he doesn't have any friends. After listening to the client talk non-stop for an hour, the counselor might become very bored. Successful supervisory intervention might be to encourage the counselor to express his feeling of boredom to the client, with the observation that maybe the client's talking is boring others as well as the counselor and maybe that is why he doesn't have any friends.

In summary, ability of the counselor to identify and use his feelings is necessary for successful counseling. The task of the supervisor is two-fold, first to explore those areas in which the counselor is defended, and secondly, when the counselor experiences his feelings directly, to encourage the counselor to use his feelings in a therapeutic manner.

3. Characteristic Needs for Becoming a Counselor. People who enter counselor training often express their motives for entering the profession with statements such as, "I just want to help people", "I like working with people", "I get along well with people", or "Our society is so screwed up I want to help make this world a better place to live." Certainly these statements are valid in what they express. People are motivated to help others and to better the world. However, to take these motives as the only ones beginning counselor have, would be as misleading as it would to dis-belive totally what they say. Counselors, like everyone else, also have personal motives stemming out of their unique development which are quite different from the idealistic motives perviously mentioned.

These personal motives for entering into counseling are directly related to the beginning counselor's unique path in life. He was an individual at birth who had to develop in a social environment which already had established ways of coping with the major issues in life-survival, aggression, sexuality, love, education, loneliness, death, etc., etc. From his uniqueness, the counselor, as a child, developed his own ways of managing his social environment. These early ways of managing are part of the beginning counselor when he starts training.

Two ways of managing the social environment which beginning counselors often display are: 1) Nurturance needs, and 2) Needs to know.

A person with nurturance needs has found that he can create a comfortable social environment for himself if he takes the initiative and provides nurturance to the significant others in his life. At some point in his life the person has learned that the significant others who would generally be providing him with support and nurturance are unable to do so. This is because the significant others are themselves in need of nurturance. Therefore, the person nurtures the significant others in his life, to provide them with comfort, so they in turn will be able to take care of his needs for comfort and nurturance.

This nurturance need on the part of a counselor can create difficulty. Often a counselor with such needs has no problems establishing a relationship with a client. The counselor responds warmly to the client and provides support and empathy for his problems. The difficulty lies in the fact that the counselor is motivated only to nurture the client.

For effective counseling to occur, the counselor must be able to separate himself from the client and proved the client with the necessary feedback so the client can understand his behaviors. This separation is anxiety-producing by its very nature and is the last thing a counselor who is motivated to nurture is willing to do for his clients.

On the other hand, a person who is motivated to manage his social environment by knowledge is choosing a different way of responding to the need similar which motivated another to nurture his significant others. Instead of finding comfort by nurturing those who provide the comfort, the person with knowledge needs find comfort by understanding what is happening to him. When a sense of comfort is not there between the person and those significant others, one way of providing a substitute sense of comfort is by understanding the environment. Being able to know what is happening provides comfort for what would otherwise be an anxiety-producing situation. This need to know often motivates the person toward a highly developed understanding of personality and counseling theory.

The problem the counselor with a need to know faces is a difficulty in establishing close relationships. Whereas the counselor with nurturance needs finds it easy to establish a relationship, but difficult to differentiate himself from the client; the counselor who needs to know will find it difficult to be warm and accepting, but he will understand the client much more readily.

The task of the supervisor in responding to the counselor's needs is two fold. Often when the supervisor indicates that there might be more to the beginning counselor's motives than, "I just want to help people," the counselor will feel a marked discrepancy between his ideals of wanting to help and his own personal needs to help. Under these circumstances the supervisor is in the position of providing support, understanding and explanation with the hope that in time the counselor will narrow the gap between his ideals and his needs.

Secondly, the supervisor can help the counselor understand the needs that influenced his decision to become a counselor. Also, he can free the counselor from behaving in a set way, so that the counselor who needsto nurture will also be able to provide that client with therapeutic feedback, and the counselor who needs to know will be able to establish intimate contact.

4. Counselor's Adequacy. Every counselor should question his adequacy periodically. No amount of theoretical knowledge or practical experience enables a counselor to be completely adequate at all times. The questioning of one's adequacy can be a sign of growth. However, the beginning counselor is particularly concerned about his adequacy. Mueller and Kell (1972) list some reasons for this:

1) The very realistic fact that the beginning counselor is inexperienced. He has no back-log of successful cases to bolster him if he is feeling inadequate toward a client who is showing no movement. Therefore, he has nothing to fall back on and must rely solely on the supervisor for support. 2) The beginning counselor generally has a limited caseload. This might overly concern the counselor with being immediately successful, with resultant concerns about adequacy. 3) The fact that the beginning counselor is still in training. A client might well question is experience level, the result being heightened degrees of anxiety on both parts. 4) Because he has so little experiential basis for comparison, the beginning counselor might find it difficult to believe that he has a difficult client and therfore that it is not him who is doing something wrong. An important part of his training is to become introspective in making sense of his experience. With such a background it becomes difficult for a counselor to believe the trouble might be anywhere other than with himself. 5) Various other concerns might arise, such as fears that the client will not return, wanting to be liked, preoccupation with being considered authoritative and behaving to seek approval (p. 103 - 108).

Mueller and Kell go on to say: "These concerns of the COUNSELOR about his adequacy are often brought into full realization by the client who tests the counselor to see what the counselor is made of. This testing happens for a verity of reasons such as the client's ambivalence about changing, fears that the counselor may not be strong enough to combat the strong feelings that confuse the client and the sheer joy of annoying an authority figure. (p. 15).

The following are some examples of adequacy concerns in counselors. The first example runs counter to the immediately preceding discussion though the issues for supervision are consistent with those mentioned above.

One counselor entered a training program feeling very competent. He conveyed an air of certainty; this came partially from his involvement in a Gestalt training workshop where he was "turned on." After several weeks of practicing counseling, a gap appeared between what he said he could do and what was actually happening with his client, who was making very little progress. It was only after direct confrontation on the part of the supervisor, wo said directly "you're not as good a counselor as you say you are and perhaps you need as much training as anybody else," that the counselor began to see the onesidedness of his perspective.

Another example is that of a counselor who took the opposite stance. Throughout his teens and early college years, he had been a member of a religious order where he had been taught that all success was to take for yourself what was rightfully God's. In counseling he was constantly bothered by adequacy concerns. It was only after reflection on his religious training that he realized he couldn't allow himself to feel adequate, even though the supervisor and others said he was doing a good job, because to feel adequate would be a self inflated state in the eyes of God.

Mueller and Kell say the task of restoring the counselor can take two basic directions. The supervisor can sensitively question the counselor's concerns, looking for expressions of inadequacy in the past which can be linked to the situation the counselor is experiencing in the present. The other direction the supervisor can take is to assume the counselor's adequacy concerns are a function of his inexperience and that they will abate over time. With this direction, the supervisor does not move into the counselor's adequacy concerns but instead focuses on the client's motives for testing the counselor. (p. 118 - 123)

5. Termination and Evaluation. There is some disagreement in the field as to whether supervision and evaluation of the counselor can be accomplished successfully by the same person. Walz (1963) feels that the evaluation of the counselor by the supervisor is not conducive to the counselor's growth. He says there is an inconsistency in the idea that a supervisor can be both a helping hand and a judgmental figure in the relationship.

Arbuckle (1965) takes the opposing opinion and says that in the long run the frame of reference of the supervisor, not that of the counselor, is going to be used in an evaluative manner. He also says that even though the supervisor is ultimately responsible for evaluations, the counselor should do everything in his power to demonstrate his skills and understandings to the supervisor.

The position taken by this author is in agreement with that stated by Arbuckle, because of the reason Arbuckle has stated, and also because the reality of the situation is that evaluation of supervision is almost always performed by the supervisor.

Assuming that termination and evaluation are two events involving the supervisor and counselor, and occurring close to each other in time, there are three possible combinations which occur. These are, 1) referral, 2) unsuccessful termination, and 3) successful termination. Unsuccessful termination here means a termination that happens by default. Termination is never negotiated and the supervisory relationship is left unfinished and unresolved. By successful termination, the author means a termination that comes out of mutual negotiation between supervisor and counselor.

Sometimes referral of the counselor to another supervisor is the most fruitful recourse. Although ideally the supervisor should be able to work with any counselor, reality shows how often this is not the case. The responsibility of the supervisor then is not to be able to work with any counselor, but rather to be able to recognize those supervisory relationships which are proving to be worthless. If after much conflict, neither supervisor nor counselor feels as if they have established any mutual trust or understanding, the best course of action might be referral.

Unsuccessful termination is in the opinion of the author more likely to occur than others in the field are willing to admit. If one is supervising in an institution which only minimally supports supervision, other institutional demands may get in the way of regular supervision. No noise is made about it, the supervision just quietly fades away.

Another type of unsuccessful termination might occur when either the counselor or supervisor doesn't value the relationship at all and are not willing to put any effort into it. Often there is mutual collusion by supervisor and counselor, to ignore each other and "let things ride".

Evaluation is the most difficult in unseccessful termination because it is a one-sided process. The supervisor is faced with doing the evaluation alone in the absence of any input from the counselor.

Successful terminations can take two forms - successful termination with a negative evaluation and successful termination with a positive evaluation. There can be many reasons for the former. The counselor might experience anxiety in working with his clients. Initially the counselor might look promising in that he has a good grasp of counseling theory and is able to articulately describe counselor-client dynamics.

Yet over the course of time it may become evident that the theorizing is a way of keeping clients at a distance and avoiding the inevitable anxiety so necessary for a close therapeutic relationship. The supervisor's continued attempts at penetration and resolution of the anxiety may be unwilling to risk anything with his clients. Finally it may become obvious that the supervision is traveling in circles, and a rechanneling of the counselor's professional energies might be suggested.

Another reason might be primarily related to with the supervisor is dynamic. The supervisee might have a tolerance for coping with conflict which exceeds that of the supervisor. Under such circumstances the counselor might very well wade right into his counseling with more gusto thatn sensitivity. Consequently he might perforate the client's defenses too rapidly and foster diffuse anxiety in the client. A supervisor whose own anxiety level is raised by the supervisee's methods might act punitively toward the supervisee rather than trying to provide a learning experience.

Both of these are examples of successful, mutually agreed upon terminations that encompass a negative evaluation of the counselor's skills at that point, suggesting that further work needs to be done in skill areas in personal growth through therapy, or, in an extreme, seek a career in another field.

Successful termination with a positive evaluation is obviously the most desirable outcome and is not seen as an end in itself but as commencement. This termination is seen as a satisfying conclusion to the process that brought the two together. A part of training is the counselor's participation in several supervisory relationships. Therefore, termination can be seen as the ending of one step, but not the ending of the process of developing the counselor's abilities. In early supervisory relationships, a foundation take shape and the counselor starts to experience the depth and breath of his potential as a counselor. Each successive relationship is a building block which expands experiences and broadens perspectives.

III. Conclusion

The supervision process as described is presented in an abstract sense. It is meant to convey the "meat" of supervision while acknowledging the impossibility of relating to any specific supervision session in minute detail. Supervision as a lived experience is immersed in a number of institutional and personal realities. An institution is sactioning the supervision and in the process it "flavors" it with it's own demands and expectations. Within the institution there are specific times and places designated for supervision, both of which have an impact on the uniqueness of the supervision sessions which occur.

An institution which concretely encourages supervision, that is, setting aside specific times each week and providing video and audio tapes and noise free,private rooms for supervision, will have a more positive influence on supervision than an institution that verbally declares, "yes, we should be involved in active supervision," but gives little psychic support and less environmental support for those engaged in supervision. If the institution views other activities as having priority, this attitude will inevitable color the attitudes of both supervisor and counselor.

Another factor influencing the unique character of any specifice supervision process is the individuality of the persons involved. Although supervisors are expected to have specific skills, there are a number of ways of actualizaing those skills. One supervisor might directly move on the counselor in a highly emotional manner, while another, faced with a similar situation, might elect to be more reflective and less involved emotionally. This coupled with the same complexities of behavior on the part of the counselor, make it impossible to "call the shots" in any specific session in supervision.

Therefore, the uniqueness of any supervisory process should be kept in mind as a potent reality when the issues and skills are read. As already mentioned, these issues and skills are conceptual abstractions intended to give one a "handle" on the process of supervision, but they are not the supervision itself. Any specific supervision session will present a unique juxtaposition of issues and skills and reveal a reality greater than any neat conceptualization could ever hope to offer.

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CHAPTER THREE

DEVELOPMENTAL SUPERVISION: A MODEL OF CONTEXTS

Kenneth Albert Harris, Ph. D.

The intent of this chapter is to address the basic processes and phenomena of educational or developmental supervision as employed in, and mediated by, the context in and around which the supervision takes place. The use of the word "supervision" will imply its educational, or learning, aspect, as opposed to its managerial, or accountability facet, albeit recognizing that in practice both elements are present to a greater or lesser degree. This dichotomy is introduced to stress the value or quality of the supervisory process for the development of counselors rather than its use in the administrative or pedagogic arsenals as an assist in evaluation and decision making. As Krumboltz (1974) has stated, in discussing accountability for counselors, "an accountability system does not measure the value of an outcome; it measures only its costs (p. 641)".

I. SUPERVISION AND THEORY: PRACTICE AND CONTENT

Supervision must be, above all else, a learning experience. In this sense it shares many things in common with counseling and teaching. However, similarities notwithstanding, supervision is a generically discrete process because of its particular goal: the growth and development of the counselor-in-training or the counselor-in-practice. Whereas the emphasis of counseling is on the personal growth of the client, he being the focal point of the process; and while the emphasis of teaching is on the content-mastery of the student, the focal point of supervision is on the counselor qua counselor, on his development as a therapist or change agent, on his increased facility in the utilization of himself and his knowledge.

To elaborate upon this, we submit that supervision is the crux of the education of a counselor. Theories of personality, counseling, social systems and program development, as well as growth-group experiences, are the tools of his profession. Supervision is the arena in which he can amalgamate and develop the implementation of cognitive and affective inputs idosyncratically. As Bordin (1968) asserts regarding the counselor-in-training:

> .....understanding of the therapeutic characteristics of interactions.....will not be enough. Before he can function adequately in a therapeutic role he must also understand and

> be able to integrate the demands made by therapeutic interactions upon his own personality. What the effects of his own personality may be upon his contributions towards personality change in another can best be observed in supervised clinical practice. A supervisor who is a sensitive clinician can aid the student to become aware of himself as a factor in the counseling situation and to modify this influence whenever it appears necessary (pp. 10-11).

That supervision is a discrete process is highlighted by the fact that special consideration needs to be taken to perform it well. Analogous to this are the facts that being counseled, taught, litigated or sutured do not make one a counselor, teacher, attorney or physician. So, having been supervised does not make one a supervisor. This is illustrated by the observation that many beginning supervisors tend to practice the art as they were supervised, modeling the behavior of their supervisors, behavior which might be inappropriate for the person in tems of his style, commitments and experience.

A. A Learning Process

Supervision is both an individual learning activity and a formal, or social educative process. We would define the former concept operationally as getting to know, to know about, to know how to; the latter as any process in which human intervention facilitates learning.

Sydney Harris (1972) elaborates upon the concept of a "creative tension" between polarities. This concept is a useful one in describing what optimally occurs in supervision, that is, a tension created by the educative efforts of the supervisor and the learning efforts of the supervisee. This tension appears to be a common element in behavioral (Goysber, 1963), psychoanalytic (Wolber, 1954), trait-factor (Roeber, 1963), and client-centered (Walz, 1963) forms of supervision, and gives rise to the experience of "mutual ascendance" alluded to by Scott (1974), wherein the counselor and supervisor each experience a proactive focussing on the issue(s) of the supervisory experience.

In the introduction to Young Man Luther, Erikson (1962) mentions concepts similar to this from the writings of Freud and Luther, both of whom initially experienced an overwhelming confusion from lack of focus -- (e.g., Freud: in der Tiefe, "in the depth;" Luther: in Schlamm arbeiten, "working in the mud") -- a focus which, having arisen, provided for Freud, from the therapeutic sector, eine gute Auffahrt, " a good ascent."

This "good ascent" or "mutual ascendance" cannot, per se, be created. But the conditions for it to occur can be, and herein lies the major responsibility of the supervisor, that is, to create the conditions, via the tension produced by heightened energies, utilization of knowledge and issue-focussing, whereby both counselor and supervisor can mutually facilitate the supervisory process. Mueller and Kell (1972) underscore the significance of this by stating that "... if supervision is to be a significant human relationship which provides both with increased competence, if both are to gain, than the relationship must be based in a mutual commitment to work at sustaining the relationship (p. 10)." This concept of supervision addresses Goldhammer's (1969) quest for "images of a supervision whose principal effect is to expand the sense of gratification experienced by students and teachers and supervisors, gratification on being and gratification in the work they do (p. 55)."

In attempting to amalgamate and develope an operational definition of supervision, we have reflected upon the work of others and must add to this consideration of our own experience as a supervisor and supervisee, for often what is sterling in the intellect is dross in the doing.

B. Supervision Phenomena

Supervision is a distinct and special experience for the parties involved, i.e., the counselor and the supervisor. The nomenclature employed above reveals the fact that, generically, we are dealing with roles. A role is a set of expectations (Borgetta, 1969; Wrench, 1969). Therefore, expectations of each party to the experience are of peramount importance initially. In order to commence the process with an activity that is directed toward the goal of mutual ascendance as mentioned above, it is of primary importance that the expectations of both the supervisor and the supervisee be made explicit. The particulars of the expectations are of less importance than the fact that they be made known. Again, in line with the achievement of the goal, the superviors, at this early point in the relationship holding the lion's share of the power balance, must almost simultaneously establish the norm of a negotiated contract entailing a mutuality contingent upon these shared expectations. The sine qua non of this phase of supervision is at least a minimal agreement on mutual confrontation and and encounter groundrules.

Characteristic of the supervisee is approach-avoidance conflict at best or passivity at worst (Kell & Mueller, 1966; Mueller & Kell, 1972). This phenomenon has also been our experience as a supervisee and supervisor. Establishing the above norm may diminish, but will not obviate, the problem of resistance resulting from approach-avoidance conflict, passivity, or other creactive forms of resistance to change; to paraphrase the prayer of Augustine: Lord, make me chaste -- but not right now!

We are addressing here the concept of creating a milieu for effective supervision. In the beginning of this monograph it was stated that the term "supervision" was intended to imply an educational or learning mode rather than a managerial or evaluative one, knowing full well that such a model probably does not exist in nature. However, it is our belief that the former can be approached and the closer the supervisor and supervisee come to it so can the kinds and quantities of resistance lessen. For resistance is a function of perceived threat. Shostrom (1967) identifies five basic emotions: love, hurt, anger, fear and trust. Threat is a form of fear, and the obverse of fear is trust. To the extent that the conditions or milieu in which supervision takes place can be manipulated to conduce trust (growth and expression versus evaluation) and extinguish fear, so the quality (and, hoepfully, quantity) of resistance will be less.

Thus far we have described the facets of the supervisor-supervisee relationship. It is our belief that this area is of great importance because it is the only one, in the continuum of relationships and dynamics dealt with in supervision, that actually occurs in the Here and Now, where both parties actually are or can be living. This in no way diminishes the importance of the counseling relationship, the dynamics of the counselor and/or client, and the content of the counseling session. For these items are the stimuli of supervision and the external grounds about which parallels may be drawn in the existential reality of the supervision session.

Simplistically stated, it is our belief that supervision needs to proceed from where it naturally, or comfortabily, finds itself in terms of process to where it is not. By this we mean that there should be a facility extant in dealing with Here and Now data (supervisory relationship) as well as There and Then data (counseling content, client dynamics counseling relationship, etc.). We believe it necessary to be able to touch upon each of these areas before termination of effective supervision is possible. Depending on the style of the supervisor, and the resulting interaction, as well as the particulars presented by the counseling session itself, it is our experience that there is a natural inclination toward fixating on one or several foci, often to the exlusion of others. A primary responsibility of the supervisor is to facilitate movement into the directions not dealt with. It has been our experience that areas not dealt with in supervision tend not to be dealt with in counseling. Supervision can, therefore, provide the experience necessary to identify areas to be expanded for the counselor (and, incidentally, the supervisor -- thus effecting the mutuality of the significant relationship alluded to by Mueller and Kell).

Where to move, when, and even if, are matters situationally specific to the relationship and professional judgement, as are techniques the

supervisor might employ to effect movement such as fantasizing, conceptualizing, reality-testing or parallel-drawing. In any case, the use of technique will provide for the supervisee the option, via role-modeling, of transferring the technique to his own practice, as well as possibly facilitate the supervisory session. In other words, the supervisory realtionship can yield both less hesitation and more skills for the supervisee in moving into areas with the client.

C. The Context

It is believed that the foregoing analysis of the processes and phenomena of supervision can be common to all educationally (as opposed to managerially) oriented supervisory experiences. The context within which and around which the supervision occurs, or the milieu, will provide a variety of opportunities for growth that will be particular to the setting in which the supervision takes place. However, much the setting may vary, the basic components of the total interactional milieu will remain the same. These include, according to Ekstein and Wallerstein (1972), the administrator, the supervisor, the therapist and the patient, the functional nature of which personnel they express via "the clinical rhombus" (Figure 1.)

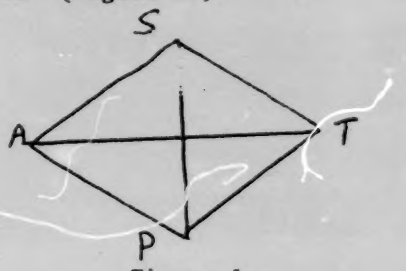

Figure 1
The Clinical Rhombus

(Taken from Ekstein, R., and Wallerstein, R. S. The Teaching and Learning of Psychotherapy. Now York: International Universities Press, 1972, p. 11.)

In describing the relationships within the psychological situation of supervision, Ekstein and Wallerstein state that:

> The therapist (T) will have a certain number of psychotherapeutic sessions with his patient (P). The main purpose of this relationship is the therapist's responsibility to help

> the patient psychotherapeutically, through the skill which he simultaneously possesses and attempts to improve through his learning experience. The improvement of his skill is guaranteed not only through the experience of actual work with the patient but also through the learning relationship with his supervisor. The relationship consists of regular, usually weekly, meetings with the supervisor (S) which provide the student with an opportunity to discuss the problems of acquiring psychotherapeutic skills. In this limited situation, the student is confronted with two different relationships: in the first (indicated in the line T-P) he is the helper; in the other, the learning relationship (indicated in the line S-T), he is the one who reveives help -- from the supervisor. This triangular part of the clinical rhombus is but one portion of the total situation within which the psychotherapist must learn to operate) pp. 11-12).

In other words, the therapist must, in reality, deal not only with his supervisor (and vice-versa) and client, but also with the context within which the therapy and supervision take place. It is our contention that this is a critical factor in the actual practice of supervision. To the end of examining the contextual implications of supervision we would submit a paradigm, specific parts of which need considering in terms of the situational specificity of the spervision, supervisee and goals of supervision. Consideration of these parts may afford the basis of a rationale for the professional judgement of the supervisor in terms of his behavior in the supervision process.

In order to illustrat the unity of supervision as a professional practice and at the same time the diversity of its foci, we submit the following Model of Supervisory Contexts.

II. MODEL OF SUPERVISORY CONTEXTS

The use of a gemetric modality to express the concept of the contextual vagaries of supervision is based on the modeling of several theoreticians. Guildford (1967) employed a cube to illustrate a comprehensive theoretical basis for the understanding of intelligence as well as an effective intergration of the study of intelligence within the framework of contemporary psychological theory. The cube, or more properly the parallelopiped (Schwebel, 1974,) was used to show the dimensions of counselor functioning by Morrill, Oetting and Hurst (1974). These authors assumed that the counselor's functions should include a wide range of interventions and they organized them within a cube, and this model provided the structure for the discussion of exemplary outreach efforts by counseling professionals in a variety of settings. A similar, but expanded, effort was accomplished by Brum and Figler (1974), who addressed, by means of their paradigm, the organization of various counselor activities according to methods appropriate to direct service and outreach for developmental and preventive service. A three-dimensional sub model is used by Cosgrave (1973) to explicate "bridges" that enable one to take steps in moving from self-understanding to finding where one belongs in the world of work. This model is a tool that readily lends itself to assistance in career development and decision-making in the process of vocational counseling.

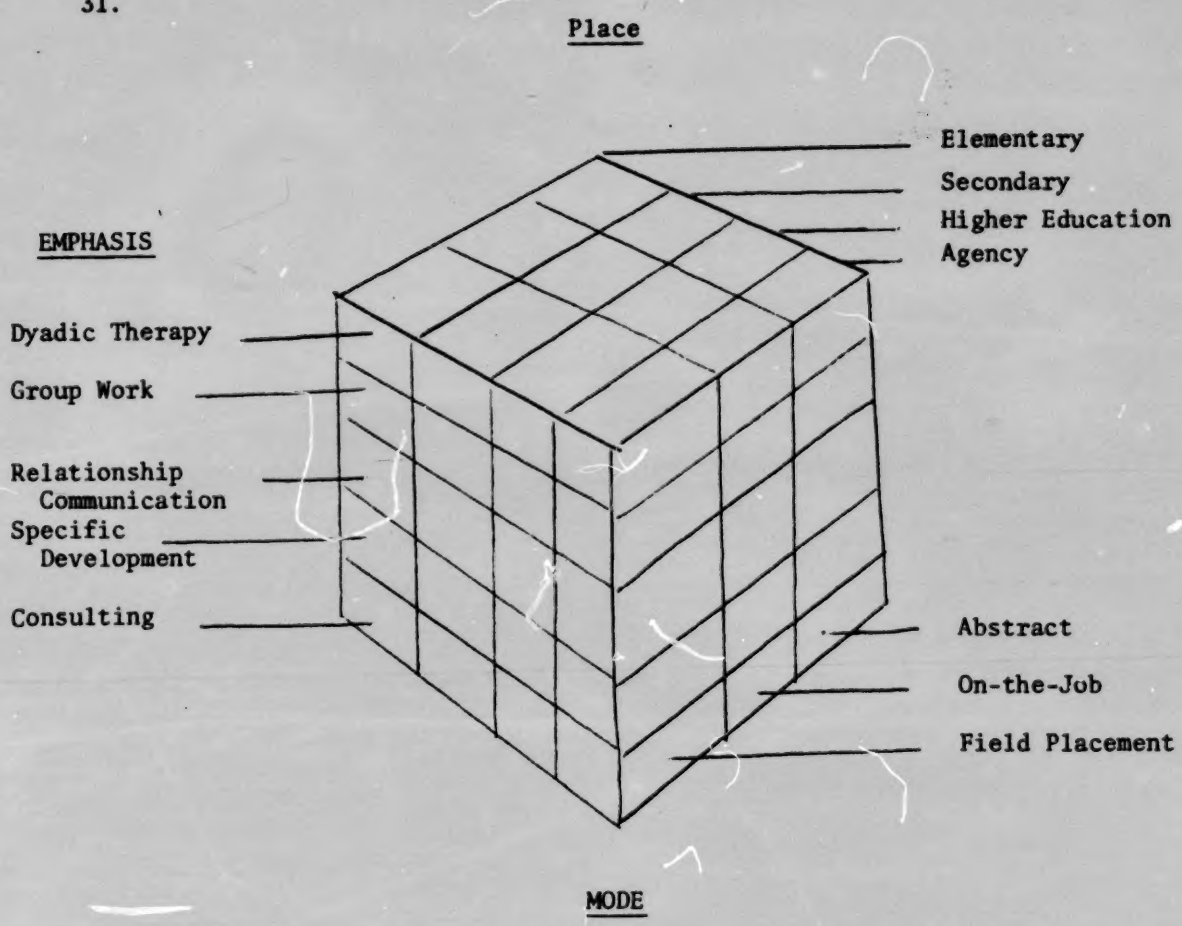

Figure 2

Model of Supervisory Contexts

The Model of Supervisory Contexts (Figure 2) consists of three major dimensions: The Emphasis, Mode and Place of counseling/ supervisory activities.

A. Emphasis Dimension

The emphasis of the counseling session supervised will vary according to the utilization of counseling skills. This will range from the intensive, or individually therapeutic, to the extensive or systemically consultative, deployment of expertise. Specific areas of activity include:

1. Dyadic Therapy. This activity entails intensive, sometimes long range, psychological counseling which is intrapsychic in nature. According to Bordin (1968):

> The primary goal requires understanding of the obstacles to further personality growth and development that are typified by (the client's) rather specific and temporarily limited difficulty, The counselor aims to contribute to the removal of these deeper lying personal obstacles and to bring about the reactivation of the psychological growth processes in that person (p. 13)

This area of practice is intensive and demands a high degree of acquaintance with hereotical foundations.

2. Group Work. Groups sessions are referred to in this area that are "...aimed at facilitating total human development and human effectiveness...structured around vastly improved knowledge about developmental tasks, coping behaviors, and social roles (Blocher, 1966, p. 124)."

3. Relationship Communication. This area of counseling emphasis deals with the cration of a system for common interaction. Its goal is the development of a support group for those involved, and common vehicle to attain this goal is the training or T-group (Bradford, Gibb & Benne, 1964).

4. Specifice Development. This area is largely role-modeling or information-giving in nature. It could include such vocational guidance activities as interviewing rechniques and occupational information dispensing or assistance for teachers in developing personalized instructional methods, as Palomares and Rubini (1973) prescribe for counselors:

> They can increase communication between students and teachers by supplying new communication skills that can be used daily within the classroom. The counselor's role, then, takes on a new significance: That of the liason person serving at the heart of the communication system in affective education (p.657).

Thus, while interpersonal skills are used, the focus of the endeavor is between the client(s) and something external, such as life styles, vocoational choice, classroom techniques.

5. Consulting. This area of practice denotes the most extensive and least intensive utilization of counseling skills. The focus of activity is a system or sub-system, and critical features include Lanning's (1974) criteria:

1. The consultation process is an activity engaged in with others within a cosial unit.

2. Its emphasis lies in the development of capabilities within that unit as well as in the solution of its problems.

3. The counsultant may also function as a trainer (p. 172.)

Thus, the "client" in this area is the social unit, as opposed to the individual or group, as in more traditional supervision.

B. Mode Dimension

The way of learning through the modality of supervision will be influenced by the Mode or form of the supervisee. These include:

1. Field Placement. This mode typically consists of counselors-in-training who are provided clients through the agency or their graduate school mentors. These personnel provide a service, but their prime function is to partake of learning experiences.

2. On-the Job. A developmental emphasis is stressed in this mode. It typically consists of personnel who, through supervision, must upgrade present skills and/or learn new ones while employed by an agency or institution. Indeed, two sets of persons are included here: practicing counselors and paraprofessionals or peer counselors who are retained to perform specific counseling functions. The prime function of these personnell is to provide a service.

3. Abstract. This mode of learning through supervision consists of such items as the use of media, seminars on supervision,monographs, etc. There is little dealing with actual cases in this mode, emphasis being place instead of abstractions and generalizations of the process.

C. Place Dimension

The place in which the counseling session occurs will, to some extent, mediate the supervision, expecially with reference to the more extensive and less intensive utilization of skills, as described in the Emphsis dimension. Therefore, it too needs considering. The Place dimension can include:

1. Elementary School Setting.
2. Secondary School Setting.
3. Higher Education Setting.
4. Agency Setting. The importance of considering facets of the organization in effecting change in highlighted by Sarason (1971) in his discussion of the ecological approach. He maintains, using one feature of the many that obtain in schools, that "strategies of intervention and change should vary depending on whether one is dealing with schools high or low in population exchange. (p. 103)" This idea that strategies of intervention and change should vary as predicated upon the social system leads to the implication that supervisory procedures must be mediated also in order to effect maximal growth for the counselor in a given setting. For supervision, like counseling, is a change process.

III. SELECTED ILLUSTRATIONS

However, it is our contention that, while supervisory procedures may vary according to permutations within the Emphasis, Mode and Place dimensions, the supervisory process can and must remain constant to the end of providing effective, learning-centered, developmental supervision as described above.

A. Mode: On-the-Job

The need for more and effective supervision in on-the-job settings for counselors has been emphasized by Knapp and Denney (1961), Kaplan (1964), Appleton and Hansen (1968), and Dunlop (1968). Ligon (1968) has recommended that more attention be given to helping counselors-in-training learn how to function in the midst of the realities which will beset them on the job, a sentiment reflected by Warnath (1971) and Thoreson and Krauskopf (1973). Gust (1970) proposed that:

> . . . counselor educators and supervisors work towards extending the continuum of supervision of the counselor candidate. This would be accomplished by emphasizing on-the-job superversion of the beginning counselor after completion of the counselor education program, in much the same way as practicum and intership supervision are now required.

Thus, the complete continuum of supervisory experiences for the counselor would include:

Stage 1. Campus Practicum -- Responsibility rests primarily with the counselor educator.

Stage 2. Internship -- A shared responsibility between the counselor educator and the school or agency supervisor.

Stage 3. On-the Job -- Responsibility rests primarily with the school or agency supervisor (p. 158).

Benefits for adopting such a scheme would accrue for the counselor, in terms of introducing him to his proper role in providing services; the local supervisor, in the acknowledgment of his important responsibility in the development of a new professional and access to an excellent role modeling opportunity in working with the counselor educator; the counselor educator, in getting a better idea of the realities a new counselor must face vis-avis a different meaning system as presented by the employment situation; and the counseling profession: the benefit to the counseling profession would be the establishment of a meaningful dialogue between the university counselor education program and schools and agencies employing counselors (Gust, 1970, p. 160).

Typical questions that might arise in this mode of supervisory activity could deal with the issue presented by staff development in general. Comparisons and contrast could be drawn between theory as learned in graduate studies and teh actual realities found in the field. For example, the supervisor in this mode of supervision may encounter questions regarding the most efficient utilization of the counselor's energies in the face of the multiple levels of demand, need and counseling activity as presented by a particular system. Personal values of the supervisee that may surface might include the conflict produced by the fact that the counselor is committed to being an agent of the individual, but is nonetheless employed by the system.

Possible alternatives that could proceeed from the supervision experience might include building skills in field analysis and the establishment of a support group in the job situation, or enlisting the efforts of other professionals to achieve the goals of counseling.

In this instance the process of supervision will remain basically constant, but the focus of the session will vary because of the values that are tapped in the supervisee.

B. Place: Elementary School Setting

The elementary school setting presents a wide range of options for counseling and supervisory activities. Supervision in this area of practice will be mediated by the approach of the practitioner as well as the emphasis of his utilization of skills. Hansen and Stevic (1969) submit six approaches to practice in the elementary school: (1) the secondary approach, which is downward extension of services provided at the secondary level; (2) the effective teaching equals guidance

approcch, whereby the need for specialized guidance personnel or activities is obviated by effective classroom teachers; (3) the mental health approach, in which pupils are assisted toward maturity via a healthy school climate; (4) the specialist approach, where the counselor becomes a specialist in the area of adjusting learning difficulties; (5) the cild study approach, in which "the counselor consults with the teaching staff in developing their competencies to observe and understand children (p. 11);" (6) the coordinated approach, which includes, in essence, aspects of the other approaches to the end of providing a multi-faceted professional involved in counseling, coordinating staff efforts and consulting.

The need for a process-oriented supervision in this area of counseling is especially trenchant due to the variety of ways in which the counselor must function to be effective. Process-oriented supervision provides the needed flexibility for the professional who must focus quickly on concerns and gain assist in identifying and utilizing the resources of a setting. Dinkmeyer (1973) illustrates the broad continuum of counseling in the elementary school setting:

> The counselor at the elementary school level has the opportunity to work with children during the critical period in which their self-concepts and life styles are being formulated and their basic attitudes toward persons and society and emerging. Children at this developmental stage need contact with a person who listens, who understands, and who helps them to explore alternatives, clarify personal meanings, establish commitments, and mature in personal and social development. However, because children are dependent on the adults in their life, elementary school counselors often make their most important contributions through indirect services to the child in their consultations with teachers, parents, and administrators. Counseling's greatest potential for making a real difference resides in the elementary school counselor who is trained to counsel, consult, and facilitate change processes (p. 171).

The supervisor working with a counselor in an elementary school setting may encounter questions around the issue of whether the practitioner could best focus his efforts in working with teachers or working with pupils directly. Personal values and preferences that may be operative in the supervisee could center around his concept of what a counselor is, i.e., an administrator, advocate or therapist. Many elementary school counselors are former elementary school teachers and may have reservations about becoming "administrators" to the extent that they believe this appelation entails not being able to work with pupils directly, for this activity may well have been the one that motivated them to enter education in the first place. An alternative

that could result from the supervision process might be indicating to the counselor that the ultimate use of working with the through teachers is to effect a more supportive and developmental environment for more pupils and simiultaneously set up referral procedures for concerns with pupils that the counselor himself should address directly.

C. Emphasis: Relation Communication

The mode and place of the counselor will have an effect on the skills the supervisor will employ in the process of developmental supervision. The effective supersior will emphasize different aspects and techniques in his supervision of the beginning, as opposed to the experienced counselor, as well as take into consideration the setting in which the counselor is operating, including its resources, meaning systems, etc.

The use of counseling skills, or emphasis of counseling practice, will also effect the flavor of supervisory sessions. For example, a practitioner may focus of relationship communication to achieve a counseling goal. As Zide (1973) points out:

> A large number of people in our culture are working in service related jobs where communication and the ability to relate well to others are crucial to making a living and becoming productive members of society. Teachers and counselors therefore need to stress the enchancement of communication skills and effective cooperation as primary educational aims (p. 620).

This is of practice is not as intensive as dyadic therapy and groups work, which entail much probing and intrapsychic exploration, nor as extensive as specific development and consulting activities, which are localized largely around external resources and social units. Its major aspect is the provision of a milieu in which effective communication is facilitated, and a number of counseling skills are used in the process.

Generally, the small groups format is an effective vehicle for implementing relationship communication activities. Glatthorn (1966) has stated that the small group is one the most important educational innovations, and that it is evident that teachers need much training to function effectively in all small groups, regardless of type. Counselors as human relations specialists, may focus on this area either directly (with students) or indirectly (Training Teachers). In either case, pursuant supervision experiences can assit the practitioner in up-grading his skills in this very important area of counselor functioning.

Questions that might arise from supervision around this emphasis of practice might include concerns about how to stay "theme centered" as opposed to moving into more deep levels of counseling, or possibly there may be questions about the difference between relationship communication groups and counseling groups.

Alternatives that the supervisor could provide could include discussion about the differences between group facilitation and group counseling, how the role of the practitioner needs to be clear to him and made clear to participants in the group, and the importance of establishing a contract with participants that delimits the process the group wished to experience.

Again, the process of supervision would remain similar, but the interaction between the supervisor and counselor would vary due to the issue being focused upon.

IV. CONCLUSION

In conclusion, we believe that a process-oriented supervision is a necessity in the effective growth and development of the counselor, be he in training or practicing. Process-oriented supervision can be implemented in any of the contexts around which supervision may occur, regardless of the place, emphasis or mode of the counselor. While supervisory procedures may vary, as mediated by these dimensions', idiosyncracies in terms of time and space, the actual process of supervision can be effected regardless of these factors.

The purpose of the Model of Supervisory Contexts is to stimulate the exploration of ways in which process-oriented supervision can be supported by the contextual differences particular to the mode, emphasis and place of counseling and supervisory practice. The model expands the view of supervision to include development in the entensive use of counseling skills (consulting) as well as the more traditional supervision of dyadic therapy. It is hoped that the model will assist supervisors in focusing their practice of supervision on those aspects of the supervisee that are most salient both in his present practice and where he wishes to proceed for his own growth.

Using the preceding illustrations, for example, we suggest that the supervisor working with a counselor on the job in an elementary school concerning the issues that grow from facilitating a small group in relationship communication will need to focus his supervisory experiences toward the particulars of that supervisee's temporal and spatial parameters, for his professional growth may well be taking a while, different direction than that of the counselor who is being trained in a college counseling center and is involved in dyadic therapy.

In recognizing that the social system, developmental stage of the counselor and preference for activity play a dynamic role in terms of what a particular counseling function will look like, the supervision process can more readily be tailored to fit the needs of the practitioner for the effective development of the counselor and the efficient provision of services for the host systems.

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CHAPTER FOUR

SUPERVISION: ITS PLACE IN THE STAFF DEVELOPMENT/PROGRAM DEVELOPMENT PROCESS

Beverly A. Harden, Ph. D.

I. Introduction

This chapter will consider how and where supervisors trained to work with professionals in the human services will function. The way supervision has been used in educational systesm traditionally, particularly when addressed to a population who enters the system with at least minimal professional skills, has been as a managerial tool to gather data to evaluate and reward performance of practitioners within the system. Ideally, it is hoped that our educational institutions will begin to use supervision within their contexts more as a staff development process than as a managerial tool for evaluation.

It is proposed here that supervision should become the pivotal activity around which to manage staff development and program development within the educational system. To do this, schools and educational systems might do well to examine the process and maintenance of professional development in other fields. The medical model is a particularly good model to examine as a comparison in terms of their use of supervision as an on-going part of professional development (i. e. staff development). The medical model utilizes the case conference as an established pattern of on-going professional development. The case conference approach brings together a variety of professionals concerned with the development of a particular individual. Each professional contributes, listens and learns, and engages in the process of formulating treatment for the individaul being diagnosed. The case conference is a natural and consistent approach to the care and treatment of individuals for whom the medical institution and its professionals are responsible. Staff development occurs in the context as the professionals listen to each other's perceptions and engage in self-appraisal and evaluation as they gain different perspectives. Conditions for peer supervision are established as the individual professionals work on their analytic skills of diagnosis, intervention and evaluation.

Wht is important about the case conference approach is that it is a formalized commitment on the part of the system to professional staff development. In order for this to occur within any system, this kind of commitment must be formalized. Time and space must be allotted to the process, and this must necessarily have the system's approval and cooperation. Such staff development gains potency when a staff shares together by maximizing peer interaction in the system.

There are a variety of supervisory models other than case conference which would be also educative and adaptable to the staff development needs of the helping professionals within our educational institutions. The following sections of this chapter will specify the kinds of supervisory skills which the author believes are required for the continuous staff development of the helping professionals within various educational settings. It will also specify the necessary institutional conditions required in order for staff development to occur. Finally, program development's interface with staff development via the supervisory process will be considered.

II. SUPERVISORY SKILLS FOR THE HELPING PROFESSIONS

Supervision as a discipline is in the position of a neophyte. It is only in recent years that colleges and universities have begun to treat the supervision process as a discipline in its own right. The body of literature on supervision has doubled in the last two years, further emphasizing the newness of the field.

Before examining the skills required in supervision, both the goals of supervision and the notion of supervision as a process must be explored. Kell & Mueller (1966) believe that the goal of supervision is the growth and development of the supervisee with the ability to engage in self-supervision an ultimate outcome. Moreover, Mueller & Kell (1972) feel that learning to be therapeutic and assisting someone in that process are complementary goals of supervision. Thus the supervisor helps the supervisee develop his fullest potential through the supervision process. Process according to Delaney and Eisenberg (1972) means a sequence of events which takes place over time. Moreover, supervision is a process by which the supervisee is assisted to behave in a more effective manner with a client. The supervision process is based upon utilizing the resources of the supervisee in order to enable him to activate or restore his relationship with his clients. Supervision as a time-sequence process is oriented in both the present and the future. Hence the process of supervision is designed to help the supervisee function more effectively in the future, and it is the use of the now that indicates what the supervisee hopes and believes will make the difference in the future. Learning experiences of the past are brought by both supervisor and the supervisee. Each brings not only the talents he possesses but alo the beliefs, values, attitudes and basic assumptions he has acquired from past experience. Hence the supervision process is complex at best.

Necessarily the previous aspects are important components; however, it is also important to examine the skills required in the supervisory process. Since the supervior's concern is twofold: the supervisee, and the population served by the supervisee; he must possess the skills

to provide leadership to professional and non-professional staff in a manner that results in the provision of maximum benefit to the supervisee and finally maximum aid to those served by the supervisee.

The skills required of the supervisor in the helping professions can be seen as falling into the following three broad categories: analytic skills; intervention skills; and evaluative skills.

Analytic skills are necessary both to discuss (diagnose) the personal and interpersonal processes of the supervisee and to assess the relationship of the individual to his enviornment. Subsumed under the broad category of analytic skills are personal process skills, interpersonal skills and relationship building and maintenance skills.

When diagnosis is seen as a process (a sequence of events taking place over time) and utilized to understand the uniqueness of the individual, his motivations, needs, beliefs, expectations, wants, etc., it becomes obvious that to utilize this uniqueness successfully the supervisor must posses personal process skills. Moreover, the supervisor must focus not only on the idea that the individual is unique, but also that each supervisory relationship is unique and that, therefore, the process itself is unique. The notion of an individual's uniqueness implies that yet another component of personal process is an awareness of an individual's needs and motivations.

Leavitt (1964) and Lewin (1951) point out that people see things differently (selective perception) and that the relevance to one's needs is the most important determinant of one's personal view of the world. Personality theorists such as Maslow (1962), Rogers (1961), & Gordon (1955) agree that when a particualar need emerges, it determines the individual's behavior in terms of motivations, priorities, and action; thus needs are prime sources of motivation. The healthy organism as identified by Gordon (1955) is governed by the tendency to actualize or enhance the self. Goldstein (1939) states that "...This tendency to actualize its nature to actualize itself, is the basic drive, the only drive by which the life of the organism is determined" (p. 196).

Maslow (1962) has extended the concept of self-actualization to include the notion of a hierarchy of needs from the immature to the mature being, the prepotency of needs ascending from the basic or physiological needs, to the safety needs to belongingness or love, to ego-states or esteem, to the highest need, self-actulaization. For Maslow, the healthy or mature personality has all of his basic needs gratified and therefore his energies are exerted toward self-actualization.

Kolb, Winter, Berlew (1968) call this "proactive motivation" which permits experimenting with new behavior and a striving toward ideals. White (1959), Rogers, (1951) and others have documented the case for the existence of proactive motivation in human beings. Maslow (1965) states that self-actualizing behavior must include risk-taking, autonomy, and developing freedom to act. Furthermore, he includes

the concept of self-actualized work, maintaining the individuals engaged in meaningful work assimilate it into their identity and that self-actualization can not occur unless man is engaged in meaningful work. The concept of synergy, a dichotomy of selfishness and unselfishness, takes a prominent place in the later writing of Maslow (1965). He maintains that while fulfilling one's selfish need, such as self-actualization through work, one is also doing good for the community or institution.

It is not enough that a supervisor posses the skills necessary to understand the personal processes of the supervisee, for part of a person's personal processes evolve from his interaction with others, hance his interpersonal processes. In order for proactive innovation to occur, the individual must feel safe enough to experiement with behaviors such as risk-taking, autonomy, etc. Hence, the supervisor must be able not only to recognize interpsrsonal processes that exist, but also to create a relationship that facilitates further exploration and modification of existing interpersonal interactions.

Thus analytic skills in the area of interpersonal process are necessary as is as the ability to establish and maintain a facilitative relationship. For if a facilitative relationship does not exist, supervision will not take place. Relationship building and maintaince skills that Delaney and Eisenberg (1972) feel are essential are as follows:

1) Empathic understanding
2) Warmth and acceptance
3) Genuineness and honesty
4) Professional competency

Analytic skills, (personal process skills, interpersonal process skills, and relationship building skills) required of a supervisor are utilized to help formulate a diagnosis that then leads to a plan of action, thus aiding the supervisor to plan and execute intervention strategies.

Intervention Skills

There are numerous intevention strategies available to the supervisor. Since they are dependent on the nature of the supervisee, the nature of the supervisory relationship, and the uniqueness of both, the focus here will be on the skills necessary to plan and execute intervention strategies rather than on specifica strategies themselves. While the areas of intervention is another broad skill area, the two (analytic and intervention) are not in actuality dichotomous. In order to plan intervention strategies that will be effective, the supervisor must of necessity have analytic skill. Moreover, he must understand the impact the environment has on an individual, including how it affects his behavior. Litwin (1968), Maslow (1965), Rogers (1961), and Fromm (1968) implied that behavior is a function of the individual and the situation (environment) in which he is embedded. Moreover, the supervisor must understand how the conditions necessary for learning to take place relate both to the individual and to the environment. Thus the three skill areas subsumed under the broad area of intervention skills are social system skills, knowledge of conditions conducive to learning, and feedback skills.

Social System Skills

In order to help people develop to their fullest potential, the supervisor needs to possess skills that help him gain knowledge and insight into the environment or climate that exists (social system skills).

Because environment (climate) has such an important impact on the individual, the supervisor is expected to have minimal level skills in the area of social system. Schein (1965), Lawrence (1969), Bennis (1969), & Argyris (1957) have taken cognizance of the fact that the needs of the individual and those of the system are often in conflict. They attest to the need for humanizing the environment to make the climate meaningful for the individuals within it. They believe that the more an environment is adaptable, has a sense of identify, and a capacity to test reality, the greater is its health and effectiveness. Lofquist and Davis (1969) support this notion "Correspondence by the individual and environment, suitability of the individual to the environment for the individual, consonance or agreement by the individual and environment, and a reciprocal and complementary relationship by the individual and his environment (p. 45)."

Knowledge of Conditions Conductive to Learning

Litwin and Stringer (1968) view climate as a set of measurable properties of the work environment, perceived directly or indirectly by the people who live and work in the environment. This climate is assumed to influence their motivation and behavior. Theorists such as Argyris (1962), Blake and Mouton (1969) and Beckhard (1969) state that the climate is an important determinant of individual and group behavior. McGregor (1960) extends the concept by saying that factors such as history, tradition, leadership style and spatial arrangement do influence and help create the atmosphere. Thus climate is important because it influences people in several of the following ways:

(1) By creating beliefs and expections
(2) By indicating kinds of incentives
(3) By stimulating different kinds of motivations
(4) By generating attitudes about a person's relationships with others
(5) By strongly influencing the feeling of satisfaction and performance level.

Rogers (1969 believes that the following conditions and assumptions are necessary in order that a climate conducive for learning exist:

(1) Human beings have a natural potential for learning
(2) Significant learning takes place when the subject matter is perceived by the learner as having relevance for his own purposes.
(3) Learning which involves a change in self-organization, in the perception of oneself, it threatening and tends to be resisted.
(4) Those learnings which are threatening to the self are more easily perceived and assembled when external threats are at a minimum.
(5) When threat to the self is low, experience can be perceived in differentiated fashion and learning can proceed.
(6) Much significant learning is acquired through doing.
(7) Learning is facilitated when the (learner) participates responsibly in the process.
(8) Self-initiated learning which involves the whole person of the learner...feelings as well as intellect...is the most lasting and pervasive.
(9) Independence, creativity, and self-reliance are all facilitated when self-criticism and self-evaluation are basic and evaluation by others is of secondary importance.
(10) The most socially useful learning in the modern world is the learning of the process of learning. A coutinuing openness to experience and incorporation into oneself of the process of change (p. 157-163).

The use of the now (what is occurring in that relationship at that moment in time) is a process labeled modeling by Mueller and Kell (1972) which utilizes the supervisor's own experience to teach the supervisee and establish favorable learning conditions. Thus the supervisor uses himself as a model to establish a climate conducive to learning in the supervisory relationship. Moreover, he is emotionally supportive of exploration, experimentation and learning for its own sake on the part of the supervisee. The supervision through the modeling process does not require the supervisee to pattern himself exactly after the supervisor, as clearly stated by Kell and Mueller (1966). "The supervisor works with the supervisee to develop understanding and achieve objectives that seem appropriate to the supervisee even though these objectives may be different from those he himself would set" (p. 104).

Feedback Skills

A supervisor must also be skilled in the technique of feedback. He often uses his own experiences to feedback data and technique to the supervisee. In order to utilize feedback properly, a supervisor must have knowledge of the following guidelines suggested by the NTL Institute Reading Book (1967)!

(1) It is descriptive rather than evaluative
(2) It is specific rather than general
(3) It takes the needs of the system into account

(4) It focuses on modifiable behavior
(5) It is solicited rather than imposed
(6) It is well timed
(7) It is well validated with the receiver
(8) It is validated with other (p.47)

Evaluation Skills

While analytic and intervention skills are necessary and important, no supervisory process is complete until one can assess its relative success or failure. Therefore evaluative skills must be utilized by the supervisor in order for the ultimate outcome to be attained. Evaluative Research (1970) states, "Evaluation should be a continuing process because its findings can serve to modify goals and help to redesign certain aspects." (p. 159) Thus the ability to gather formative data (information collected throughout the supervisory process utilized to modify the on going supervisory process) is one half of the evaluative skills necessary for the supervisor to have. The other sill the supervisor must have is that of obtaining summative data. Summative data is information collected after the process is over to evaluate its overall suceess.

The skills deemed necessary for the supervisor to posses are the following:

1. Analytic Skills (Diagnostic)

   A. Personal Process Skills
   B. Interpersonal Skills
   C. Relationship building and maintaince skills

2. Intervention Skills

   A. Social system skills
   B. Knowledge of conditions conducive to learning
   C. Feedback skills

3. Evaluation Skills

   A. Collection of formative data
   B. Collection of summative data

III. Conditions Necessary For Staff Development To Occur

It is this author's assumption that the aforementioned supervisory skills are not only necessary for continuous staff development to occur but will moreover be utilized to that end. Staff development in its simplest definition means the training of personnel. The supervision process places a value on personal growth with a heavy emphasis on professional development. The goal of self-supervision implies an ongoing professional development. The supervisor is trained to help people develop to their fullest potential and hence must have the ability to assume a leadership role as a agent of change and improvement. Because most professionals have minimal entry level skills, staff development may involve a retraining of personnel. This retraining may include such things as innovations in the field, new developments, and familiarity with that particular system. Moreover, retraining may need to train individuals to new skills, experiences with new processes, and changes in work related behavoirs. Moreover, innovations and new development in both the content and process of the training (staff developement)need to be in keeping with the specific needs of the trainer and or the population to be serviced in order to insure that creative productivity continues. One final assumption of staff developement is that when the personnel are functioning effectively, the population serviced benefits. Thus a more complete definition of staff development is the training or retraining of personnel in a particular system to enhace their creative productivity for the ultimate benefit of the population served.

There are several issues and conditins the system must establish in order to use supervision as a staff development process. The single most important condition that must exist so that staff development can occur is that of institutional commitment. Without institutional commitment it is unlikely that staff development will take place. When institutional commitment is present, an environment that rewards staff development is likely to exist and the creation of support systems and activities will occur. In order for training to take place, both time and space for that training are necessary conditions. Given time and space, peer consultation, sharing, and participant decision-making are likely to exist: Thus fostering creative productivity. Staff development is also used to produce new norms and to put new skills into action. Schmuck (1974) further maintains that new patterns of behavior may be achieved by individuals, not only by visualizing them, but also by directly modeling the behaviors of their coparticipants. (p. 209). Since training often results in growth and change another important condition in the staff development process that must be present in the environment is that the institution support planned change. The notion of planned change necessitates examining the ussues of goals, assumptions underlying the change process, and the importance of the models of training for the implementation of staff development.

The entire idea of change is complex, confused, and often difficult to define. Buchanan (1967) and Bennis (1965) have established what they call "planned change" which provides a linkage between the theory of change and the practice of change. "The process of planned change involves a change agent (an outsider or a member of the system), a client system, and the collaborative attempt to apply valid knowledge to the clients' problems." (Bennis, 1965, p. 345). While many factors influence the success or failure of planned change, Bennis (1969) emphasizes that:

> "The quality of the relationship by the change agent and client system is pivotal to the success of the change program because the change agent can be cruical in reducing the resistance to change by providing consultation and psychological support during the transitional phase (p. 176)."

In considering change, one must examine the major issue of goals at both the general level and the more specific level of planned change. Goals are one of the rational elements of a system. Yet, human resources are among the major means used by the systems to achieve its goals.

Etzioni (1964) summarizes the following functions served by goals:

> (1) They provide orientation by depicting a future state of affairs which the (system) strives to realize...thus they set down guidelines for the activity.
>
> (2) Goals also constiture a source of legitamacy which justifies the activities of (system) and, indeed, its very existence.
>
> (3) Moreover, goals serve as standards by which members... and outsiders can assess the success of the (system)...i.e., its effectiveness and efficiency (p. 5).

While goals serve the above functions, they also can acquire negative functions. Once formed systems have a tendency to develop their own needs and sometimes stop serving the original goals to satisfy acquired needs. At times the system itself may not be aware of this and at times it is aware of the changes but chooses to mask it from the participants. When this happens, there is a disparity, between the stated goals and the real goals. For example, a mental institution's stated goal is that of curing people. Yet, the total number of doctors is four for every 5000 patients. Thus the real goal is manintenance. Moreover, stated goals are apt to be at their best as the participants engage in the day-to-day activities. Selznick (1943) states that:

> ". . .the day-to-day behavior of the group becomes centered around specific problems and approximate goals which have primarily internal reference. Then since these activities come to consume an increasing proportion of the time and thoughts of the participants, they are . . . from the point of view of actual behavior . . . substituted for professed goals" (p. 64)

This leads to a lack of clarity in terms of goals and participants often become confused. They tend to become fuzzy in terms of what they see as the goals, what they think are the goals and what they believe the goals should be. For these reasons then, another conditions is that goals need to be explicit. Moreover, man who has a need to use his capacities in a mature and productive way and find intensive value in work, when goals have been imposed and controlled, is likely to experience a less than mature adjustment (Maslow, 1962). Thus if the needs of the individual and the goals of the system or the environment are in extreme disagreement or conflict the individual will experience incongruence and is likely to exhibit apathy, isolation, lack of involvement, and an increase in aggression and regression (Dollard 1935; Schein, 1965). Therefore, conditions need to be created that facilitate a balance between the institution's goals and the individual's needs so they become fully functioning members. Beckhard (1969) maintains that if goal-setting takes place at all levels - individual, group, team and institutional, and that if the institution periodically reviews its goals all people are involved in the decision - making process. Goals-setting then can be one means of facilitating the balance between the individuals' needs and the institutions' goals.

Goals also exist at the specific level of planned change. Some major goals as stated by Beckhard(1969), Bennis (1969), and Davis (1967) as summarized in Lubbin and Eddy (1970) are:

(1) To create an open, problem solving climate throughout the system.
(2) To supplement authority associated with role or status with authority of knowledge and competence
(3) To locate decision-making and problem-solving responsibilites as close to the information sources as possible.
(4) To build trust among individuals and groups throughout the system
(5) To make competition more relevant to work groups and to maximize collaborative efforts.
(6) To develop a reward system which recognizes both the (institution's) mission and... growth of people
(7) To increase the sense of ownership of the (institution's) goals) throughout the work force and...
(8) To increase self-control and self-direction for people within the (system) (p. 334)

Thus goals that exist at the specific level of planned change can also be viewed as conditions that must be present in the climate or environment to increase human dignity and support staff developement.

Another issue is that of the change process. The process of change is seen to focus on the following three major activities according to Schein (1969) and Beckhard (1969), diagnosis; intervention, and evaluation. Diagnosis implies that some evaluation of the system's functioning be carried out by the change agent (staff/developer). A few important variables that need to be examined are the congruency of goals between the system and the individuals, the conditions of the climate, the interrelation between the individuals and the environment, an assessment as to whether creative productivity exists and the extent to which maximum services are being provided. Intervention is the action plan to implement changes. It is based on the outcome of the diagnosis. Beckhard (1969) includes the following types of general interventions:

(1) Working with teams on team developement

(2) Working on intergroup relations between subsystems

(3) Working on planning and goal setting processes for individuals, teams, and larger systems

(4) Working on educational activities, for up grading the knowledge, skills, and abilities of personnel at all levels (p. 27).

Intervention may include staff development and/or program development and in fact the two may occur simultaneously. Gibb (1972) states that ". . . training groups (staff development) are used variously to increase interpersonal competency, to foster personal growth, to build teams, to do therapy, and to develop climate . . ." (p. 30).

There are various models of training available to the supervisor or staff developer. Different models are not equally appropriate to all situations and the model employed has an impact in determining the effectiveness of the training program. Thus the importance of the specific model chosen can be seen. The goals of training, time orientation, setting for the training, the role of the facilitator and the client to whom the model of training will be offered must be reviewed and evaluated in deciding which model is most appropriate. Thus evaluation of the process of change is a necessary component. This evaluation process is assumed to be both formative (an on-going activity helping to shape and modify the intervention strategies as they are in process) and summative (examining the outcomes.)

In summary, the conditions that need to exist for staff development to occur are as follows:

1. Institutional commitment
2. An environment that rewards and sanctions staff development by fostering support systems and activities
3. Time
4. Space
5. Support for planned change
6. An environment that facilitates a balance between the institution's goals and the individuals' needs
7. An environment that allows the effectiveness and efficiency of the system to be evaluated
8. Explicit goals

Moreover, the salient issues that an institution must attend to are the following:

1. Goals
2. Assumptions underlying the change process
3. Models of training

IV. Program Development's Interface With Staff Development Via The Supervision Process

The final section of this chapter explores the interface between program development and staff development vis-a-vis the supervisory process. Program development by definition entails designing, implementing, maintaining and evaluating a program. It may also, involved may the changing or modifying of training programs for delivery of services.

It is assumed that supervision is an integral part of staff development. Supervisory skills are a necessary part of staff development and during this process a great deal of information emerges that holds immediate implications for program development. Staff development implies planned change, with the ultimate outcome being a maximum delivery of services. That supervision should be a pivotal activity of both staff and program development is more easily understood when one realizes the unique position that the supervisor holds in terms of having knowledge and data from the supervisory process and staff development that is potentially instrumental in facilitating program development. The supervisor through his use of analytic, intervention, and evaluative skills has an awareness of staff needs, and the nature of the climate and atmosphere, as well as an awareness of the system's needs. Therefore, he is in an excellent position to aid in the development of new programs and the modification of existing programs. Because of this extensive knowledge and the data he possesses, he is able

to initiate or support planned change efforts in the institution and thus facilitate the interface between staff development and program development.

In changing or modifying existing programs one realizes that this change often requires the acquistion of new skills, experiences with new processes, and changes in work related behaviors for existing staff. In designing new programs, staff also must be trained to function as a whole. In either case program development is complex and presupposes that the change agent has the skills to develop a comprehensive program (i.e., to direct ultization of personnel budget, physical facilities, equipment and materials.) It is further assumed that he has the cognitive and affective skills necessary to develop and plan a progam and moreover, the ability to manage, implement and evaluate programs.

That staff development and program development are inextricably interwoevn is documented by Blumber, May and Perry (1974) "Changes in on part of a social system have consequences for other parts (224). For example, if one attempts to facilitate staff development in a system, the program itself will be affected as time and space for the staff development will alter the time and space of the program. Moreover, staff development may well affect the delivery of services and lead to extensive program changes. While staff developement necessitates program development, the flow is not in one direction only. Because of the complexity and interrelatedness of the two, the reverse is also true (i.e., program development necessitates staff development). Thus the two occur most effectively when an interface exists.

Program development and staff development are interrelated strategies in terms of target (delivery of services). The presence and interrelatedness of both are deemed critical to any meaningful reform or planned change process. Program development takes a substantial effort over longer periods of time than is generally thought. Specific training (new programs) of retraining (existing programs) of staff is necessary to support program change efforts rather than more general staff development. It may be necessary to help staff develop new skills, attitudes and behaviors in order to support programmatic changes. Again one sees that program changes (program development) directly affects staff development. The staff training activities need to be related to the installation and maintenance of program changes. New skills, attitudes and behaviors necessary for programmatic changes need to be introduced and reinforced through training sessions. No matter where on begins staff development or prpgram development, one given outcome is change and both components must be attended to and considered.

One further aspect needs to be examined in reference to planned changes. Staff development is designed to provide changes in the program. That the two are inextricably interwoven is a given; however, occasionally these changes result in new procedures for the system or institution. Specific attempts to change procedures and policis within the institution are not a goal but must be attended to, for prpblems arise when progrm and/or staff development become a parallel or competing goal with institutional change or are simply perceived as such by the institution. Hence specific program development or institutional support activities should be provided.

In examining program development's interface with staff development via the supervision process, one begins to understand the complexity of the two. Changes caused by one hold immediate ramifications for the other and vice versa thus making an interface an absolute necessity. Moreover, either staff development or program development or both may cause institutional changes which must be considered.

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CHAPTER FIVE

SUPERVISION: A TRAINING MODEL

Judith A. Scott, Ph. D.

It has been established in the previous chapters in this monograph that supervision is considered a competency in its own right within the helping professions. As a separate competency, it has its own assumptions, theories, models of practice, and skills. If supervision is a unique competency, how then do we train professionals to understand and acquire competencies in the supervision process? It is the purpose of this chapter to respond to this question and to propose a model for traning supervisors for the helping professions.

TRAINING ASSUMPTIONS

1. Supervision is a complex grouping of knowledge and skills which requires a variety of learning activities engaged in over time in order to gain competency.

2. Supervision as a competency requires the trainee to develop a role definition and behavioral implementation in a manner which is consistent with both his/her view of the profession and his/her view of personal strengths as a supervisor.

3. An adequate training model should engage the trainee in an examination of the personal and professional issues existing within the supervisory competency and the feelings, assumptions, and behavioral manifestations which go along with such issues.

4. An adequate training model provides the trainee with a breadth of input concerning existing theories and models of supervisory practice.

5. An adequate training model requires practical applications and supervision of the practice of the trainee implementing his/her own supervisory style.

6. An adequate training model requires that the trainee be able to integrate and explicate his/her own model and implementation of supervision.

TRAINING ACTIVITIES

The following description of training activities and the sequence proposed is one which is currently being used with doctoral students in the Counselor Education Program at the University of Pittsburgh. The training model is not original to the author but represents the joint effort and consensus of the counseling faculty who worked to develop the supervision area of the doctoral program. Training activities include practicum, theory, and integrative tutorial components.

1. Practicum: The practicum aspect of the training continues throughout the entire curricular sequence of approximately 45 weeks. It follows three phases. The first phase, lasting approximately ten weeks, consists of a small group experience in which trainees are involved in peer supervision of their own counseling work. This group experience is managed to provide both small group and dyadic supervision experiences incorporating feedback about issues of role orientation and supervisory strategies employed by the trainee.

The second phase of the practicum begins at about the 10th week and continues for approximately 20 weeks. Simulation materials designed to focus upon salient issues in supervision are introduced as well as various supervision models which are then implemented and critiqued in peer supervision. Sometime within this 20 week sequence, individual trainees are recommended, based upon the professional judgement of the faculty member, to begin assuming the responsibility for supervising Master's degree level students in counseling. At this time the practicum evolves into its final phase.

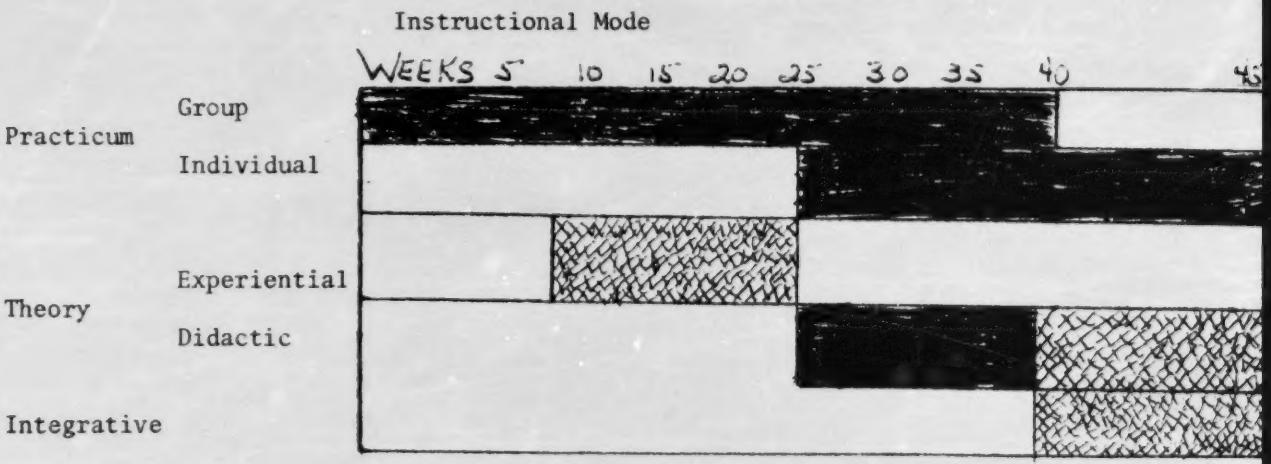
The third phase of practicum includes two experiences. The practicum group now addresses and critiques the trainee's supervision practice. At the same time the trainee receives individual supervision of his/her supervision from the faculty person ultimately responsible for the supervision of the Master's degree student. Supervision of supervision terminates when the faculty person feels the trainee is finished.

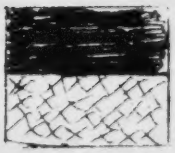
2. Theory: Theory of supervision is introduced to the trainee in two activities. In the second phase of practicum, issues in supervision are introduced inductively by the use of simulation materials. Models and strategies used in supervision are also introduced at this time to expand the implementation of supervision within the peer supervision process. At approximately the 30th week in the curriculum a separate theory course is begun and run concurrently with the practicum activities.

The formal theory course is didactic and requires extensive reading and discussion about the theories, issues and models of supervision. the intent of this activity is to further expand the knowledge base and the options for understanding supervisory strategies. An annotated bibliography listing articles, books, and other resource material will be included in the final section of this chapter.

3. Integrative Acitivites: The culminating experience in the supervisory training sequence requires a tutorial presentation of the trainee's own model of supervision. This activity is begun upon completion of the individual supervison of supervision. The paper is written under the direction of either the theory instructor, the individual supervisor, or the group practicum supervisor. The completed tutorial should meet the approval of both the theory instructor and the supervisor.

SUPERVISION CURRICULAR SEQUENCE GRAPH





Indicates separate instructional time blocks

Indicates one instructional time block incorporating more than one learning activity (i.e., practicum/theory)

It is felt that this training model fulfills the training assumptions listed in Section I above. It engages the trainee in expanding his/her base of knowledge, in intensifying his/her examination of the supervisory process, and in explicating his/her own beliefs and strategies of supervision

ANNOTATED BIBLIOGRAPHY

Books

Eksteien, Rudolph and Wallerstein, Robert, The Teaching and Learning of Psychotheraphy, Basic Books, Inc. N. Y. 1958

Presents supervision in terms of a combination of processes relevant to the needs of student: 1. Didactic, 2. Therapeutic, 3. Learning problems with the client and 4. Learning problems with the supervisor. This conception of supervision emphasizes the learning problems or configurations of learnings unique to each student which must be continually worked through by the student with the aid of the supervisor in order to maximize the student's therapeutic potential.

Goldhammer, Robert, Clinical Supervision, Special Methods for the Supervision of Teachers. Holt, Rinehart and Winston, Inc. New York, 1969.

Describes a model of supervision consisting of five stage "sequence of supervision": 1. Pre-observation conference, 2. observation, 3. analysis. Each stage is described in terms of purpose, methodological techniques employed, problems which arise at each stage and consideration of past and future aspects of these stages. The underlying premises and system of values on which model is based also presented.

Kell, Bill L. and Mueller, William J. Impact and Change: A Study of Counseling Relationships, Meridith Corporation, New York 1966.

Describes supervision as a process which is based upon utilizing the resources of the counselor in order to enable him to activate or restore his relationship with his clients. While it is felt that the supervisory process parallels the counseling process because of the

ANNOTATED BIBLOGRAPHY/Books (cont.)

importance of the interpersonal dynamics and the exploration of these dynamics to stimulate counselor anxiety, it is only an appropriate supervisory approach insofar as it has meaning to the counselor for his current behavior with his ongoing counseling cases. In the supervisory process the focus is on conflicts which arise in the supervisee/client relationship. The supervisor will attempt to explore the counselor's dynamics which inhibit his counseling relationships in such a way that he will regain his potency in the counseling process.

Mueller, William J. and Kell, Bill L. Coping With Conflict: Supervising Counselors and Psychotherapists, Meridith Corporation, New York, 1972.

Presents a mode of supervision which focuses on three sources of conflict and anxiety: the client in relation to others, the client and therapist in relation to each other and the therapist and supervisor in relation to each other. The supervisory process is the way in which the therapist and supervisor interact to cope with the conflicts generated in each of these relationships.

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Presents the Process Supervision Model which specifies five areas of meaning which when examined, can allow more open interaction in the counselor-client relationship. Also presented are personal professional issues in supervision; staff development; program development considerations when using supervisors in pupil personnel services; and a model for using process supervision in a variety of contexts. Finally a curricular sequence and rationale for training supervisors in the helping profession is explicated.

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Suggest an integrated supervisory approach combining both the didactice and experiential aspects of learning. Delineates three elements central to this training approach: 1. Therapuetic context in which the supervisor himself provides high levels of therapeutic conditions, 2. a highly specific didactic training in the implementation of the therapeutic conditions and 3. a quasi-group therapy experience where the trainee can explore his own existence and his own individual therapuetic self can emerge.

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Fleming, Joan and Hamburg, "An Analysis of Methods for Teaching Psychotherapy With Description of New Approach," Archives of Neurology and Psychiatry 79, 179-200, 1958

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Discusses the use of multiple therapy in the training of psychotherapists. By multiple therapy the authors mean the use of two therapists with one client. Authors belive that this mode of training holds great promise as a technique in communicating and learning about therapy for the student-teacher relationship.

Hogan, Papa, "The Use of Psychodrama as a Training Devise for Professional Groups Working in the Field of Human Relations," Group Psychotherapy, 4, 23, 1951.

This article explores the use of Psychodrama as a viable teaching method for clinicians and suggest that Psychodrama be considered as a tool with potential applications in many training situations.

Hogan, Richard, "Issues and Approaches in Supervision," Psychotherapy: Theory, Research and Practice. 1, 1964, 139-141.

Article defines four levels of counselor readiness and four supervisory approaches to correspond to these levels. The four supervisory approaches range from modeling and teaching (control supervision) at level I to peer supervisory process of sharing, confronting and mutual consultation at level IV.

Hora, Thomas, "Phenomenology of the Supervisory Process," American Journal of Psychotherapy, II, 1957, 759-768.

Article addresses itself to an aspect of supervision which the author feels is intrinsic to the supervisory relationship.. "The presence of the patient within the therapist in the course of his presentation of the case in supervision be dealt with in manner which is aware of, and open to, this phenomenon.

Schlessinger, Nathan, "Supervision of Psycho-Therapy," Archives of General Psychiatry, 15, 1966, 129-134

A critical review of literature which address themselves to the following issues: Data for supervision, supervision, teaching or therapy, and the supervisory process.

Searles, "Value of Supervisor's Emotional Experiences," Psychiatry, 18, 135-146, 1955

Describes a process of supervision in which the emotions felt by the supervisor are examined for the informative reflection of the relationship between therapist and patient, The author calls this the "reflection process."

Van Atta, Ralph E. "CO-Therapy as a Supervisory Process," Pshcotherapy: Theory, Research and Practice, 6, 1969, 137-139.

Article presents a participant-observer model of supervision. This is an experiential model in which student and supervisor work together as coptherapists with clients.

Walz, Gary R. "Practicum Supervision: Theories," University of Michigan. Paper presented at the APGA convention April 9, 1963, Boston, Mass.

This paper explores the principles of the self theory as put forth by Combs and Snyggs and Carl Rogers and their implications for the supervisory process. The author describes a models of supervision based on the self-theory. Fundamental to this supervisory model is the belief that the most important variable in the supervisory process is the supervisee and his perceptions of his experiences. Thus the focus of supervision would be on expression and communication rather than

Waltz, Gary R. (cont.)

evaluation and the dispensing of information.

Walz, Gary R. and Roeber, Edward, "Integrated Theory of Supervision," University of Michigan. Paper presented at the annual convention, APGA, April 10, 1963, Boston, Mass.

This paper presents what the authors feel are important dimensions of the supervisory relationship: 1. the supervisory relationship is that of both learner and helper, 2. the supervisor is characterized by feelings of warmth, acceptance and positivism. 3. the supervisor is a spontaneous, open and congruent person, and 4. the supervisor's tasks include understanding individual differences among candidates, recognizing differential rates of candidate development, and helping each candidate select appropriate goals tasks and experiences.

OTHER RESOURCES

Fitch, Jon, Malley, Patrick, B, & Scott, Judith A. Simulations for Training Counseling Supervisors: A Stimulus Film: A Continuation of the Northeastern EPDA/PPS Center-Satellite Dissemination Project OEG-070-2021, Washington, D. C. United States Office of Education, 1975.

This is a video-tape of eight typical problematic situations which counseling supervisors could expect to encounter. The vignettes were designed to elicit supervisor's affect and responses around supervision issues of trust, adequacy, expression of feeling, termination and evaluation.

Fitch, Jon, Malley, Patrick B. & Scott, Judith A. A Leader's Guide to Simulations for Training Counseling Supervisors: A Continuation of the Northeastern EPDA/PPS Center-Satellite Dissemination Project OEG-070-2021, Washington, D. C., United States Office of Education, 1975.

This leaders manual presents an outline of the use of simulation materials in training counseling supervisors and an overview of the training model. Each of eight vignetts are described, followed by suggested activities and directed discussion on the issues portrayed in the stimulus film.

Heckel, William H., Malley, Patrick B., Scott, Judith A., Spice, Gordon, C. Triadic Supervision: A Training Film: A Continuation of the Northeastern EPDA/PPS Center-Satellite Dissemination Project OEG-707-2021 Washington, D. C., United States Office of Education 1975.

This video-tape is a 25 minute demonstration of a Triadic Supervision session.

Spice, Gordon, C., A Leader's Guide to the Triadic Model of Supervision: A Continuation of Northeastern EPDA/PPS Center-Satellite Dissemination Project OEG-070-2021 Washington, D. C., United States Office of Education, 1975.

This leader's guide provides an explication the Triadic model of Supervision. I also provides suggested training activities for preparing counselors to function in the roles of commentator, facilitator and counselor as required by the model.